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ABSTRACT

This study documents the needs of Alabama's secondary educational programs and services for youth with disabilities. A short history of secondary school programs for youth with disabilities introduces the study. Areas examined are: curriculum and instruction, vocational/occupational opportunities, vocational education, independent living, transition, interagency participation, program improvement, and post-school considerations. Data were collected from a survey of 79 special education coordinators and 302 secondary special education teachers. Findings are presented in 37 tables with accompanying figures. Highlights of the findings include: (1) over 42 percent of the special education teachers reported that only they provided instruction in the curriculum areas of remedial academics and functional academics; (2) only about 20 percent of teachers reported that their students were instructed in community work sites and in-school work sites; (3) the local education agency (LEA) was felt to be most responsible for providing students with instruction in home living skills, community living skills, leisure/recreational skills, and personal/social skills; and (4) Adult Rehabilitation Services was reported by special education coordinators as the one agency, other than the LEA, from which students received the most services. (Some chapters contain references.) (JDD)

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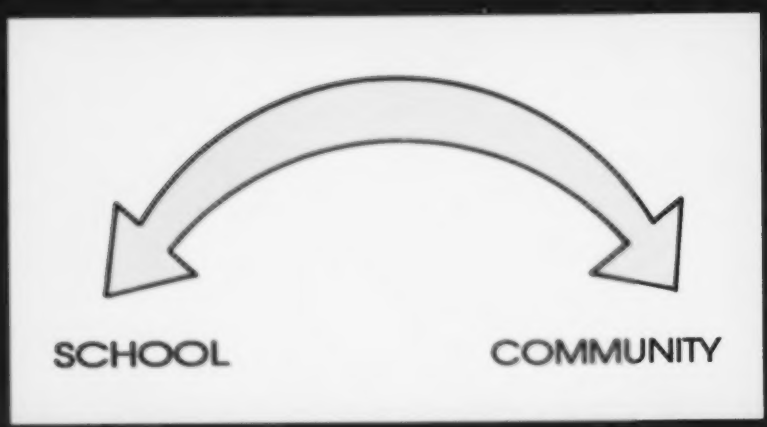
SECONDARY SPECIAL EDUCATION PROGRAMS IN ALABAMA:

A STATEWIDE STUDY



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Secondary Special Education Programs in Alabama:

A Statewide Examination

by

Clarence Brown, Philip Browning and Caroline Dunn

Department of Rehabilitation and Special Education
College of Education
Auburn University

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INTRODUCTION

The nature and effectiveness of secondary high school programs for youth with disabilities has been a growing national concern since the early 1960s. This section provides the reader with a short-history of major developments since that time. Also, the reader is given a glimpse of Alabama's transition problem along with several of the many progressive steps the state has taken in addressing this issue. This background narrative is intended to provide the reader with a framework for the importance of this statewide study.

A Short-History

There have been three national movements within the past 30 years directed toward the improvement of secondary high school programs for students with disabilities (Browning, Dunn, and Brown, 1992). Presented below is a brief chronology of major events that have taken place during this time span.

The 60s, 70s, and 80s

The first of the three movements began in the early 1960s and was embodied by cooperative work/study programs. The general goal of these programs, which were an agreement between the public schools and the local offices of vocational rehabilitation, was ". . . to create an integrated academic, social and vocational curriculum, accompanied by appropriate work experience, that was designed to prepare students with mild disabilities for eventual community adjustment" (Halpern, 1992, p. 203).

With the establishment of the Office of Career Education, U.S. Office of Education, career education became a major priority of the second movement during the 1970s. As one major outcome of this career-focused movement, the Council for Exceptional Children approved the Division of Career Development as its 12th division in 1976, and shortly thereafter established the nationally refereed periodical Career Development for Exceptional Individuals.

The third movement, referred to as transition, emerged in the early 1980s when Madeleine Will, former Commissioner for the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, authored a paper about the concepts and policies that were to guide OSERS in its effort to improve the transition from school-to-work for all individuals with disabilities. Central to this paper was the development of a transition model, known as the "Bridges" model, and a definition which described transition as " . . . an outcome oriented process encompassing a broad array of services and experiences that lead to employment" (1984, p.2). Since then, OSER's has provided a more recent definition:

The term 'transition services' means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement form school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (The Individuals with Disabilities Education Act P. L. 101-476, 602 (a) (19).

Also, this past decade saw the enactment of federal legislation which served as the major initiative to address the transition problem. The 1983 Amendments to the Education of the Handicapped Act (P.L. 98-199), called "Secondary Education and Transition Services for Handicapped Youth" (Section 626), was to provide funds for the development of training programs and related services in order to improve secondary special education programs. In 1986, Congress authorized additional legislation (P.L. 99-497) to both improve and expand the secondary programs and their accompanying transitional services.

The 1990s

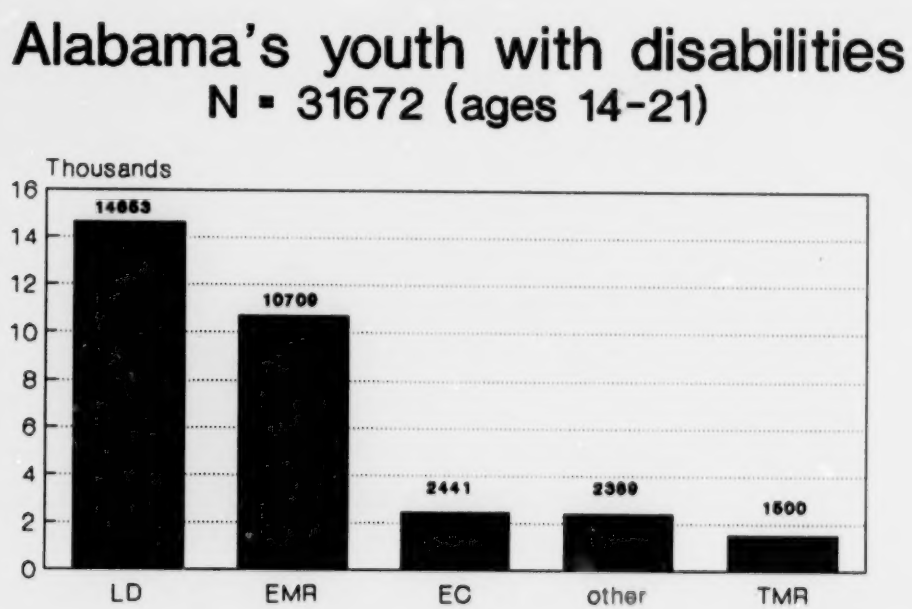
The latest of the legislative initiatives is the 1990 Amendments to P.L. 94-142, now known as The Individuals with Disabilities Education Act (IDEA). The two important aspects of this amendment that are transition-related focus on (a) improvements in transition planning for individual students through modification of the IEP process, and (b) improvements in planning for program capacity to support the service needs identified for individual plans.

Another indication of federal support is the new program which enables the Secretary to make one-time, 5 year competitive grants to state rehabilitation and education agencies. One of the objectives that must be accomplished by those awarded this grant is that they ". . . increase the availability, access, and quality of transition assistance through the development and improvement of policies, procedures, systems, and other mechanisms for youth with disabilities and their families as those youth prepare for and enter adulthood (Federal Register, 1991, p. 66290).

An additional major event at the beginning of this decade was President Bush's Educational Summit with the National Governor's Association Task Force on Education to initiate a long-term commitment to support needed educational reforms. Even

though this initiative for educational reform represents broad social issues, it will likely have an impact on transition beliefs, practices, and outcomes over the next decade. It is well acknowledged that the professions of special education and rehabilitation (and other social services) are significantly influenced by larger social movements. As such, the future of transition will be contingent on educational reform that extends beyond the unique concerns and goals for students with disabilities.

Within this context, we offer the second of six goals set forth at the education summit: "By the year 2000, the high school graduation rate will increase to at least 90 percent" (Bush, America 2000: An Educational Strategy, 1991, p. 19). For the general student population, this means that our schools will have to increase their graduation rate by 19% within the next eight years. For students with disabilities; however, this goal will be an even much greater challenge, since their current graduation rate is only 55% (SRI International, 1988). Of course, the implications of this goal for students with disabilities, including Alabama's over 31,000 students between the ages of 14 and 21, are many.



Alabama

At the end of the 1991 school year, 2,372 of Alabama's 5,875 exiting youth with disabilities were either drop-outs (21%) or fell into the unknown status (20%) (FY 1989: DATA BOOK). A large portion of students in this latter category are believed to be drop-outs who never officially reported their status to the schools. Regardless, a total of 41% of Alabama's students with disabilities are "Dropped-out" and "Status Unknown."

The above figures pertain only to students who have "already" exited. Hopefully, we will be able to improve significantly our track record for those who are next-in-line to depart, and what about those thereafter? This question relates to the transitional outcomes of over 31,000 such Alabama students between the ages of 14 to 21.

In addition to the dismal graduation record, there is the resulting economic problem coupled with the fact that less than 35% of transition students are said to be employed full-time (Mithaug, Horiuchi, & Fanning, 1985; Chadsey-Rusch, Symanski, 1992; and Wagner, 1989). Finally, there is substantial evidence that our students, once they exit school, have many other difficulties with their adjustment, which include such things as inappropriate living conditions, inadequate financial resources, restricted opportunities for post-secondary education, and a wide range of personal and social problems (Halpern, 1990).

Alabama has taken a number of progressive steps in addressing the problems faced by its youth with disabilities. An account of these actions is provided in a recently published monograph entitled Transition in Alabama: A profile of commitment (Browning, 1992). Several of the examples highlighted in this document are presented below.

- In 1992, Alabama's Governor, Guy Hunt, signed a state proclamation declaring May, 1992, "Transitions Awareness Month." In this same year, 26 school sites received state funded transition mini-grants for a total of $105,000 per year. The purpose of these incentive grants is to encourage local education agencies (LEAs) to develop school and community-based work instruction as one option within the transition curriculum. Finally, the Transition in Alabama Newsletter was initiated by the Division of Rehabilitation Services with the first issue mailed statewide in March, 1992.

- In 1991, the first statewide conference on transition was co-sponsored by The Department of Rehabilitation and Special Education, Auburn University (see below) and the state Divisions of Special Education, Rehabilitation Services, and Vocational Education.

- In 1990, three workshops on secondary functional curriculum were sponsored by the state's special education agency. Over 200 special education teachers and rehabilitation counselors attended. Also, a Job Readiness Curriculum developed by the rehabilitation agency in 1989 is now being taught in many Alabama high schools to transition students.

- Finally, in 1987, the Alabama Guidelines for Transition Manual (1987) was developed by the three state education divisions involved in transition. By December of that year, it was disseminated to all secondary special education teachers, coordinators, local school superintendents, vocational rehabilitation and education practitioners, and administrators.

Auburn's Department of Rehabilitation and Special Education

Within the past several years, Auburn University faculty also have committed to improving Alabama's transition programs and services for students with disabilities. Several of the Department of Rehabilitation and Special Education activities, which are related to materials development, in-service training, and research, are listed below:

- Browning, P., Brown, C., & Wenk, K. (ND). Disabled youth in transition: A literature resource. Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, Auburn University.

- Browning, P., Dunn, C., & Brown, C. (1992). School to community transition for youth with disabilities. Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, Auburn University.

- Browning, P. (Ed.). (1992). Transition in Alabama: A profile of commitment. Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, Auburn University.

- Annual Statewide Conference on Transition: In 1991, Auburn faculty submitted an application to the College of Education and the University Extension Division and received joint funding for the First Annual Statewide Transition Conference, held in Auburn, Alabama, April, 1991. Over 200 people attended and the proceedings, Transition in Alabama: A Profile of Commitment (see above), have been published and distributed throughout the state. The Second Annual Transition Conference was conducted in April of 1992, and at Auburn's invitation was co-sponsored by Alabama's State Divisions of Special Education, Rehabilitation Services, and Vocational Education.

- Statewide Study: In the Spring of 1991, Auburn faculty proposed a statewide study on Alabama's secondary special education programs to the Division of Special Education. This study was endorsed by Dr. Wayne Teague, the State Superintendent of Education. This Auburn University initiated and State Department of Education endorsed research represents another progressive step that Alabama is currently taking to confront the transition problem.

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Alabama Guidelines for Transition (1987). Division of Special Education, State Department of Education, Alabama, Bulletin No. 74.

Browning, P. (Ed.) (1992). Transition in Alabama: A profile of commitment. Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University.

Browning, P., Dunn, C., & Brown, C. (1992). School to community transition for youth with disabilities. Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University. Also to appear as a chapter in a forthcoming book by Eaves, R., & McLaughlin, P. (Eds.). Recent advances in special education and rehabilitation. Reading, MA: Andover Medical publication.

Bush, G. (1991). America 2000: An educational strategy: A sourcebook. U. S. Department of Education, Washington, DC: Author.

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Halpern, A. S. (1990). A systematic approach to transition programming for adolescents and young adults with disabilities. Australia and New Zealand Journal of Developmental Disabilities. 15, 1-13.

Halpern, A. S. (1992). Transition: Old wine in new bottles. Exceptional Children, 58(3), 202-211.

Mithaug, D. E., Horiucchi, C. N., & Fanning, P. N. (1985). Report on the Colorado statewide follow-up survey of special education students. Exceptional Children, 51, 397-404.

Rusch, F., Chadsey-Rusch, J., & Szymanski, E. (1992). The emerging field of transition services. In F. Rusch, L. DeStefano, J. Chadsey-Rusch, L. Phelps, & E. Szymanski (Eds.) Transition from school to adult life. Sycamore, IL: Sycamore Publishing Company. 5-15.

SRI International. (1988). OSEP national longitudinal study. Washington, DC: U. S. Department of Education, Office of Special Education.

Wagner, M. (1989). Youth with disabilities during transition: An overview of descriptive findings from the national longitudinal transition study. Stanford, California: SRI International.

Will. M. (1984). OSER programming for the transition of youth with disabilities: Bridges from school to working life. Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Office of Education.

THE STATEWIDE STUDY

In the Spring of 1991, Dr. Philip Browning at Auburn University proposed a statewide investigation of Alabama's secondary programs for students with disabilities to the Division of Special Education. Upon approval, Dr. Browning along with Drs. Brown and Dunn, conducted the study. This section reports the purpose of the study, the methods employed, and special reader considerations, including the limitations of this study.

Purpose

The purpose of this study, which is a replication of a statewide examination conducted in Oregon (Benz & Halpern, 1987; Halpern & Benz, 1987), was to examine the status of Alabama's secondary programs and services for students with disabilities. The areas examined were (a) Curriculum and Instruction, (b) Vocational/Occupational Opportunities (c) Vocational Education, (d) Independent Living, (e) Transition, (f) Interagency Participation, (g) Program Improvement, and (h) Post School Considerations. The results were intended to provide a decision-making base for program planning and improvement in Alabama's city and county secondary schools serving students with disabilities.

Methods

Instruments

Special education coordinators and secondary special education teachers representing the city and county schools throughout the state's 12 Educational Regions provided the data for this study. The two survey instruments used in the Oregon study were slightly modified to obtain information from these two sources.

The eight categories investigated with these two instruments were (a) Curriculum and Instruction, (b) Vocational/Occupational Considerations, (c) Vocational Education, (d) Independent Living, (e) Transition, (f) Interagency Participation, (g) Program Improvement, and (h) Post School Considerations. Most of the items between the two survey forms differed. For example, the coordinators were asked about the school systems' services; whereas, the teachers were asked about such areas as curriculum and instruction.

Sample

Selection: In order to insure statewide representation, the sample was randomly drawn from Alabama's population of 93 city and 304 county schools and stratified according to the state's 12 Educational Regions. Specifically, 42 (46%) and

136 (45%) of the city and county schools were identified for inclusion in the study and all Educational Regions were represented with respect to both the city and county schools chosen.

The **Special Education Coordinator Survey Instrument** was sent "directly" to the population of 132 special education coordinators serving the randomly selected 178 schools. In addition, 710 **Special Education Teacher Survey Instruments** were sent to the city and county school principals. The principal of each randomly selected city (N=42) and county (N=136) school was sent four copies of the survey instrument with instructions to distribute one to an MR teacher, LD teacher, EC teacher, and a special education teacher of the principal's choice.

The instructions to the principals also noted that any extra forms were to be discarded if there were fewer than four secondary special education teachers in the school. Also, if there were no EC teachers, the principals were advised to distribute the instrument to another special education teacher of their choice, if one existed. Given this procedure, one should consider the return rate to be a "conservative" figure, since it is not known exactly how many teacher instruments were actually distributed.

Representation: Seventy-nine of the 132 special education coordinators completed and returned their instruments for a 60% return rate. As for the special education teachers, 302 of 710 of the instruments sent to the principals were completed and returned by the teachers for a 45% return rate, which again is a conservative figure.

The table and figure below (see page 11) reports the city and county schools represented across the 12 Educational Regions. With respect to the table, county schools are represented for all 12 Regions by both the special education coordinator (N=45) and teacher (N=210) respondents. Second, all but one of the Regions (Region IX) is represented by a coordinator of a city school and all but three Regions (VII, IX, and XI) are represented by a teacher(s) of a city school. In this case, one should consider the fact that there are few city schools in some of the Educational Regions. For example, there is only one city school in Region VII, which is comprised of seven counties (i.e, Coosa, Chilton, Autaga, Elmore, Loundes, Butler, and Crenshaw).

While all 79 coordinator and 302 teacher instruments were used in the data analysis, 2 of the coordinators and 4 of the teachers failed to report their affiliation with city or county schools or Educational Region. Therefore, the sample description by city and county schools, and their respective Regions, is based on 77 coordinators and 298 teachers.

Secondary Special Education Teachers (N = 302) and Special Education Coordinators (N = 79) by City and County School Districts Across 12 Educational Regions

Region	Special Education Teachers (N = 302)		Special Education Coordinators (N = 79)		Total		Region Total	
	Schools		Schools		Schools			
	City N = 88	County N = 210	City N = 32	County N = 45	City N	County N	N	%
I	7*	13	2	4	9	17	26	7
II	14	25	3	3	17	28	45	12
III	6	23	2	5	7	28	35	9
IV	7	20	1	6	8	26	34	9
V	15	12	6	1	21	13	34	9
VI	6	19	4	5	10	24	34	9
VII	-	9	1	2	1	11	12	3
VIII	4	16	3	4	7	20	27	7
IX	-	16	-	2	0	18	18	5
X	10	12	4	5	14	18	32	9
XI	-	23	1	2	1	25	26	7
XII	19	22	5	6	24	28	52	14

* Seven (8%) of the 88 special education teachers representing city schools were from Educational Region I.

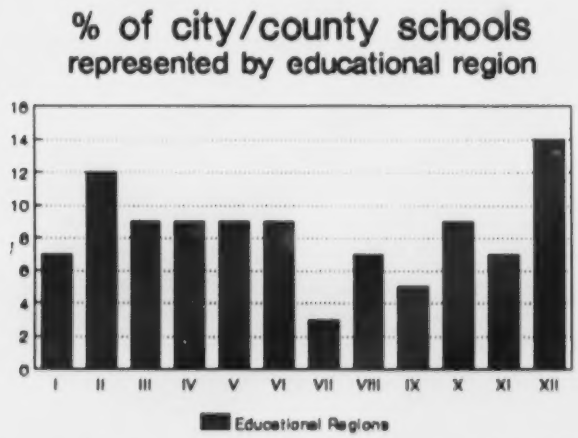

Figure 1: Percent of City County Schools Represented by Educational Regions

Of the 375 respondents (coordinators and teachers) who reported their city and county school and regional affiliation, 119 (32%) and 256 (68%) represented city and county schools, respectively. The percentage distribution of these respondents across the 12 Regions is presented in the figure (see page 11). The average percent of respondents (teachers and coordinators combined) per Region was 8% with a range of 3% to 14%.

Sample Profile: Presented below is a summary regarding the nature of the sample.

- The **data providers** for this study were special education coordinators and secondary special education teachers representing the city and county school systems throughout the state's 12 Educational Regions.

- Of Alabama's population of 93 city and 304 county schools, 46% and 45% of them were stratified according to 12 Educational Regions and **randomly selected** for inclusion in the study.

- Seventy-nine of Alabama's 132 special education **coordinators** completed their survey instruments for a **60% return rate.** Seventy-seven of the 79 coordinators represented 32 city schools and 45 county schools (two of the coordinators did not report their city/county school or regional affiliation).

- Three hundred and two of 710 special education **teacher** survey instruments yielded a "conservative" **return rate of 45%.** Eighty-eight (30%) of the teachers served city schools and 210 (70%) served county schools (four of the teachers did not report their city/county school or educational affiliation).

- The average percent of respondents for each of the 12 Educational Regions was 8%, with a range of 3% to 14%. Again, two coordinators and 4 teachers did not report their city/county school or educational region affiliation.

Teacher Profile: A profile of the 302 special education teachers is provided in Tables 2, 3, 4, and 5. A demographic summary of these teachers is presented below:

- Over 60% (N = 183) of the special education teachers had more than 10 years of professional experience in special education, and 52% of the teachers had been in their present special education position for at least six years.

- Fifty-eight percent (N = 177) of the special education teachers had master's degrees in special education.

- Fifty-two and 43% of the special education teachers had certificates in mental retardation and learning disabilities, respectively.

- Over 70% (N = 219) of the special education teachers taught high school students full-time.

- Forty percent, 35%, and 8% of the teachers reported they served educable mentally retarded, learning disabled, and emotionally conflicted students in the 14-21 year old age range.

- Nearly half of the special education teachers spent their entire teaching time in a resource room setting, while 13% (N = 38) spent their full teaching time in a self-contained classroom.

Reader Considerations

Highlights

The investigators have identified what they think to be the general highlights of the study (see page 1). A major consideration for the reader is the choice of statements selected. In other words, some readers may be of the opinion that there are significant findings that are not highlighted, or that some of the presented statements may be only of secondary significance, or that some of the data could have been articulated more strongly.

The investigators readily acknowledge such opinions. Furthermore, they encourage the readers to generate their own set of highlights and accurately tailor them according to their own interests and needs. For example, if someone were particularly interested in the secondary curriculum, they could generate from five tables (Tables 6, 7, 8, 9, and 32) a list of major findings that certainly would be more comprehensive than the few we selected. Thus, it is hoped that the readers will use the statements we have selected only as a guide to further explore in-depth and thus more thoroughly capture the results which represent their areas(s) of interest.

Limitations

As with most any research, there are limitations that the reader should consider when interpreting and using the data for decision-making. The four major limitations the investigators have identified are discussed below under the headings of data providers, data analysis, survey items, and generalization.

Data providers. Probably the most glaring limitation of this study is the fact that the only data providers were the teachers and coordinators. In other words, none of the findings reflect the consumers' perception! The literature is indeed plentiful regarding the importance of soliciting input from students and their parents in order to better and more accurately understand the true nature and quality of programs and services for which they are recipients. With respect to students, for example, Racino (1992) says that if we continue to listen carefully to their viewpoints, we will be able to develop more meaningful ways to support their transition to adulthood. Unfortunately, none of the findings reflect their viewpoint(s).

As for parents, Menchetti, English, Burkhead Leach and Johnson (1991) conducted a transition follow-up study of Florida special education students, one purpose of which was to determine families' perceptions of their children's recent transition from high school to adult life. Interestingly, 66% of the family participants believed that the launching of transition had been a very difficult and painful experience for their children. Again, our results do not include their families' input.

Data analysis. The descriptive results (frequencies and percentages) in this document provide only a "general" profile of findings, without taking into account potential differences that may well exist with respect to other variables. In other words, the data has yet to be cross-tabbed between variables. For example, do any of the findings differ when we partial-out the responses of teachers and coordinators serving city versus county schools?

Other variables that might help to identify different response profiles between groups, for example, might include (a) the type of students the teachers serve (mentally retarded versus learning disabled), (b) the length of time the teachers have been in their current special education position (more experienced versus less experienced), and (c) the coordinators' degree of satisfaction with their programs and services (very dissatisfied/ dissatisfied versus satisfied/very satisfied). Additional data analysis will make such between/among group comparisions.

Finally, the results are limited to quantified responses only. Clearly, the inclusion of qualitative input would have richly added to the data bank for a better understanding of Alabama's secondary programs for youth with disabilities.

Survey items: In retrospect, investigators are usually faced with the fact that they wish they had added some additional items to their survey instrument. Such is the case with this study. For example, there is relatively little information regarding the IEP/ITP process. What are the teachers' perceptions with respect to the individualized program planning? Do the students actively participate in the development of their Plan? What strategies, if any, do the teachers use to increase the involvement of the students' parents in the development and implementation of

their children's Transition Plan? Unfortunately, our results do not offer any answers to questions such as these.

Generalization. Finally, as is the case with most studies, the reader is cautioned with respect to the generalization of the findings. The three limitations discussed above (data providers, data analysis, survey items) serve as three factors which limit this study's generalization. In essence, the data presented in the tables must be interpreted and used only within the context of these limitations.

Summary

The results of this study are intended to identify the present status of Alabama's secondary transition programs. Hopefully, they will be of practical significance for two reasons. First, they provide statewide data for documenting the needs of its secondary educational programs for youth with disabilities. Second, they serve as a decision-making base for program development and program improvement.

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SUMMARY HIGHLIGHTS

SAMPLE DESCRIPTION

- The **data providers** for this study were special education coordinators and secondary special education teachers representing the city and county school systems throughout the state's 12 Educational Regions.

- Of Alabama's population of 93 city and 304 county schools, 46% and 45% of them were stratified according to 12 Educational Regions and **randomly selected** for inclusion in the study.

- Seventy-nine of Alabama's 132 special education **coordinators** completed their survey instruments for a **60% return rate.** Seventy-seven of the 79 coordinators represented 32 city schools and 45 county schools (two of the coordinators did not report their city/county school or regional affiliation).

- Three hundred and two of 710 special education **teacher** survey instruments yielded a "conservative" **return rate of 45%.** Eighty-eight (30%) of the teachers served city schools and 210 (70%) served county schools (four of the teachers did not report their city/county school or educational affiliation).

- The average percent of respondents for each of the 12 Educational Regions was 8%, with a range of 3% to 14%. Again, two coordinators and 4 teachers did not report their city/county school or educational region affiliation.

TEACHER DESCRIPTION

- Over 60% of the special education teachers had more than 10 **years of professional experience** in special education, and 52% of the teachers had been in their present special education position for at least six years.

- Fifty-eight percent of the special education teachers had **master's degrees** in special education.

- Fifty-two percent and 43% of the special education teachers had **certificates** in mental retardation and learning disabilities, respectively.

- Over 70% of the special education teachers taught high school students **full-time.**

- Forty percent, 35%, and 8% of the teachers reported they served educable mentally retarded, learning disabled, and emotionally conflicted students in the 14-21 year old age range.

- Nearly half of the special education teachers spent their entire teaching time in a **resource room setting**, while 13% spent their full teaching time in a **self-contained classroom**.

- Only 14% of the special education teachers reported that they provided **consultant services** to regular education.

- See Table 32 for the perception of special education teachers regarding important **teacher competencies** and their perceived strength in those competencies, as they pertain to seven general areas: Pupil Assessment, Pupil Instruction, Counseling Students and their Families, Administration and Service Coordination, Program Planning and Evaluation, Utilizing Microcomputers, and Facilitating Mainstreaming.

CURRICULUM and INSTRUCTION

- Over 42% of the special education teachers reported that "**only they**" provided instruction in the curriculum areas of Remedial Academics and Functional Academics.

- The percent of special education teachers who reported that "**someone other**" than them provided instruction in four curriculum areas was: Driver Education (86%), Leisure/ Recreation (81%), Related Services (77%), and Vocational Preparation (51%).

- The percent of special education teachers who reported that they, "**along with someone else**", provided instruction in four curriculum areas was: Personal-Social Skills (65%), Community-Living Skills (55%), Functional Academics (49%), and Vocational Preparation (41%).

- The percent of special education teachers who reported that there needed to be **instructional improvement** in five curriculum areas was: Vocational Preparation (27%), Personal-Social Skills (26%), Related Services (23%), Community Living Skills (22%), and Leisure/Recreation Skills (20%).

- Over 70% of the coordinators reported that **services** were provided only by their local education agency in the areas of Traditional Academics (94%), Functional Academics (94%), Remedial Academics (90%), Driver Education (90%), Personal-social Skills (85%), Home-Living Skills (84%), Leisure/Recreation (82%), and Community Living Skills (77%).

- The **most** frequently utilized instructional settings for the students were the resource room and regular classroom; whereas, two of the **least** frequently used settings were community worksites and in-school worksites. With respect to the latter, only 22% and 20% of the teachers reported that their students were instructed in community work sites and in-school work sites, respectively.

- Only 7% of the teachers reported that **community-based instruction** was utilized with their students.

- The percent of special education teachers who reported that they needed **improvement** in the following **competency areas** were:

  --Knowledge of fundamental uses of microcomputers (51%)
  --Ability to utilize a variety of software packages (51%)
  --Ability to evaluate usefulness of software (49%)
  --Ability to coordinate programming between school/community settings (45%)
  --Knowlege of eligibility requirements/mandates of adult agencies (39%)
  --Knowledge of specific requirements for community work settings (37%)

- Also, see Table 32 for the perception of special education teachers regarding important teacher competencies and their perceived strength in those competency areas, as they pertain to seven general areas: Pupil Assessment, Pupil Instruction, Counseling Students and their Families, Administration and Service Coordination, Program Planning and Evaluation, Utilizing Microcomputers, and Facilitating Mainstreaming.

VOCATIONAL OPPORTUNITIES (also see Vocational Education)

- The special education coordinators reported that vocational evaluation services were **more available** to their special education than regular education students.

- Forty percent of the special education teachers reported that they **did not know** what type of vocational evaluation systems were available to their students.

- Only 22% and 20% of the special education teachers reported that their students are instructed in **community work sites** and **in-school work sites**, respectively.

- The special education coordinators reported as one of their three **most important options** for improving special education programs to be "technical assistance to establish/increase community-based work experiences."

- Thirty-seven percent of the special education teachers reported that they needed **improvement** in their "Knowledge of specific requirements for various community work settings."

- The percent of special education coordinators who reported that **no classroom instruction or work experience** was provided to either of their special education or regular education students in four occupational areas was: Processing (82%), Professional, Technical & Managerial (40%), Machine Trades, (39%), and Agricultural, Fishery & Forestry (33%).

- With respect to Service Occupations, 40% of the special education coordinators reported that classroom instruction or work experience was provided to both special education and regular education students.

- More than half of the teachers reported that classroom instruction or work experience was provided to their special education students in the occupational areas of Structural Work (62%), Benchwork (55%), and Agricultural, Fishery and Forestry Services (50%).

- Less than half of the teachers reported that classroom instruction or work experience was provided to their special education students in the occupational areas of Service Occupations (48%), Machine Trades (36%), Clerical and Sales Service (31%), and Professional, Technical, and Managerial (18%).

- According to the special education teachers, the **persons most responsible** for providing their students with instruction in vocational preparation were (a) only someone other than the special education teacher (51%), and (b) the special education teacher and someone else (41%).

- According to the special education coordinators, the **agencies most responsible** for providing their students with instruction in vocational preparation were (a) the local education agency (43%), and (b) the Local Education Agency and another agency (52%).

- Twenty-seven percent of the special education teachers reported that there needs to be **instructional improvement** in Vocational Preparation.

- Nine percent of the special education teachers reported that neither classroom instruction nor work experience was provided in any of the eight occupational categories (e.g., Service Occupations, Clerical and Sales Service, Agricultural, Fishery & Forestry).

VOCATIONAL EDUCATION

- Sixty-nine percent of the special education teachers reported that the vocational education teacher was the **only one** who provided vocational instruction to their students; whereas, only 36% of the coordinators said that the vocational education agency was the **only agency** responsible for providing vocational instruction to their students.

- Eighty-two percent of the special education teachers reported that their students participated in regular vocational education work-experience programs.

- Only 9% of the special education teachers said that they devoted time to vocational education.

- Twenty-eight percent of the special education teachers reported that the vocational education teacher was the **most responsible person** for coordinating work experiences for their students.

- The special education teachers reported that the two **most common ways** in which special education and vocational education teachers worked together were (a) "in determining appropriate placement and instructional goals" (53%), and (b) "familiarizing each other with system programs and resources" (44%).

INDEPENDENT LIVING

- According to the special education teachers, the **persons most responsible** for providing their students with instruction in Home Living Skills were (a) someone other than the special education teacher (44%), and (b) the special education teacher and someone else (39%).

- According to the special education coordinators, the **agency most responsible** for providing their students with instruction in Home Living Skills was the local education agency (84%).

- According to the special education teachers, the **persons most responsible** for providing their students with instruction in Community Living Skills were (a) someone other than the special education teacher (18%), and (b) the special education teacher and someone else (55%).

- According to the special education coordinators, the **agencies most responsible** for providing their students with instruction in Community Living Skills were (a) only the local education agency (77%), and (b) the Local Education Agency and another agency (15%).

- According to the special education teachers, the **persons most responsible** for providing their students with instruction in Personal-Social Skills were (a) someone other than the special education teacher (18%), and (b) the special education teacher and someone else (65%).

- According to the special education coordinators, the **agency most responsible** for providing their students with instruction in Personal-Social Skills was the local education agency (85%).

- According to the special education teachers, the **person most responsible** for providing their students with instruction in Leisure-Recreational Skills was someone other than the special education teacher (81%).

- According to the special education coordinators, the **agency most responsible** for providing their students with instruction in Leisure-Recreational Skills was the local education agency (82%).

- The percent of special education teachers who reported there needed to be **improvement** in four independent curriculum areas was as follows: Home Living Skills (19%), Leisure/Recreational Skills (20%), Community Living Skills (22%), and Personal-Social Skills (26%).

- Only 7% of the special education teachers reported that community-based instruction was utilized with their students.

TRANSITION

- Fifty-seven percent of the special education coordinators reported that they were **most responsible** for coordinating transition planning.
- The special education teachers reported that the **most responsible persons** for establishing arrangements with community agencies were the Teacher, Work Experience Coordinator, and Other (e.g., rehabilitation counselor).
- Forty-five percent of the special education teachers reported that they needed **improvement** in their "Ability to coordinate programming between school and community settings."
- Over 79% of the special education coordinators reported that it was either "**important**" or "**very important**" that their system assume responsibility in the transition planning for their students.
- Half of the special education coordinators reported that they were either "**very dissatisfied**" or "**dissatisfied**" with their system's arrangements for assisting their students in transition.
- Nearly 50% of the special education teachers reported that they were either "**very dissatisfied**" or "**dissatisfied**" with the support they receive from parents.
- Thirty-nine percent of the special education teachers reported that they needed **improvement** in their "Knowlege of eligibility requirements and program mandates of adult service."

INTERAGENCY

- **Adult Rehabilitation Services** was reported by the special education coordinators as the **one agency**, other than their LEA, in which secondary special education students received the most services.
- Special education coordinators reported that the two **most common types of agreements** their school system had with other agencies were an (a) informal agreement with vocational education (55%), and (b) informal agreement with vocational rehabilitation (54%).

- The special education coordinators reported as one of their **three most important options** for improving special education programs to be "technical assistance to establish transition agreements with community agencies."

- Eighty percent and 73% of the special education coordinators reported that the provision of evaluation data and academic/vocational data were the two most common **types of incentives** they offered to other agencies who provided services to their students.

PROGRAM IMPROVEMENT

- The special education coordinators reported the three **most important options** for **improving** special education programs to be:

  --technical assistance to establish/increase community-based work experiences,
  --staff in-service training, and
  --technical assistance to establish transition agreements with community agencies.

- The special education teachers reported the two **most important options** for **improving** classroom instruction were (a) "more appropriate curricula" (70%), and (b) "in-service training in more appropriate/powerful instructional methods (55%).

- The percent of special education coordinators who reported that their system **needed improvement** in the overall provision of services to different disability categories were: (a) Emotionally Conflicted (29%), (b) Trainable Mentally Retarded (25%), and (c) Educable Mentally Retarded (22%).

- The percent of special education teachers who reported that there needed to be **instructional improvement** in five curriculum areas was: Vocational Preparation (27%), Personal-Social Skills (26%), Related Services (23%), Community Living Skills (22%), and Leisure/Recreation Skills (20%).

- Twenty-seven percent of the special education teachers reported that there needed to be **instructional improvement** in Vocational Preparation.

- Half of the special education coordinators reported that they were either "**very dissatisfied**" or "**dissatisfied**" with their system's arrangements for assisting their students in transition.

- Nearly 50% of the special education teachers reported that they were either **"very dissatisfied"** or **"dissatisfied"** with the support they received from parents.

- The percent of special education teachers who reported that they needed **improvement** in the following **competency** areas were:

  --Knowledge of fundamental uses of microcomputers (51%)
  --Ability to utilize a variety of software packages (51%)
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POST SCHOOL

- Sixty-three and 47% of the special education teachers reported that their graduating students would receive either a Regular Diploma or a Graduation Certificate, respectively.

- Fifty-eight and 23% of the special education teachers reported that their students who had left school were living either at Home or Independently, respectively.

- Of the 79 special education coordinators, only 30 reported that they obtained follow-up information on their students after they left school, and 80% of those said they utilized only **informal** procedures to obtain such information.

- Thirty-six percent of the special education teachers reported that they had no **follow-up information** on any of their students who had left school the previous year.

- Thirty-seven percent of the special education teachers reported that **some of their students** who had left school the previous year were **competitively employed**.

- Of the coordinators who answered that their LEAs provided census data on their graduating students to other agencies, 94% said that such information was given to Adult Rehabilitation Services.

Table 1

Secondary Special Education Teachers (N = 302) and Special Education Coordinators (N = 79) by City and County School Districts Across 12 Educational Regions

Region	Special Education Teachers (N = 302)		Special Education Coordinators (N = 79)		Total			
	Schools		Schools		Schools		Region Total	
	City N = 88	County N = 210	City N = 32	County N = 45	City N	County N	N	%
I	7*	13	2	4	9	17	26	7
II	14	25	3	3	17	28	45	12
III	6	23	2	5	7	28	35	9
IV	7	20	1	6	8	26	34	9
V	15	12	6	1	21	13	34	9
VI	6	19	4	5	10	24	34	9
VII	-	9	1	2	1	11	12	3
VIII	4	16	3	4	7	20	27	7
IX	-	16	-	2	0	18	18	5
X	10	12	4	5	14	18	32	9
XI	-	23	1	2	1	25	26	7
XII	19	22	5	6	24	28	52	14

* Seven (8%) of the 88 special education teachers representing city schools were from Educational Region I.

** Four of the special education teachers and two of the special education coordinators did not report their affiliation with city or county schools or educational region.

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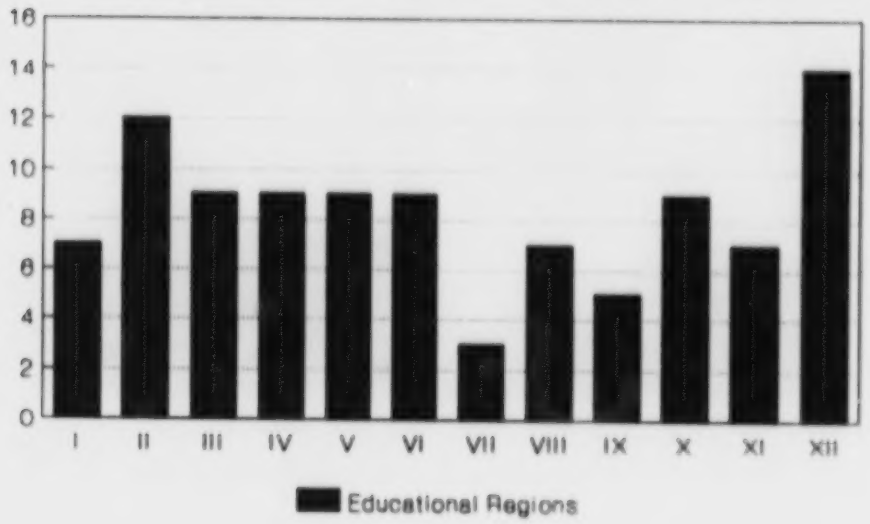
% of city/county schools represented by educational region



- The data providers for this study were special education coordinators and secondary special education teachers representing the city and county school systems throughout the state's 12 Educational Regions.
- Of Alabama's population of 93 city and 304 county schools, 46% and 45% of them were stratefied according to 12 Educational Regions and randomly selected for inclusion in the study.
- Seventy-nine of Alabama's 132 special education coordinators completed their survey instruments for a 60% return rate. Seventy-seven of the 79 coordinators represented 32 city schools and 45 county schools (two of the coordinators did not report their city/county school or regional affiliation).
- Three hundred and two of 710 special education teacher survey instruments yielded a "conservative" return rate of 45%. Eight-eight (30%) of the teachers served city schools and 210 (70%) served county schools (four of the teachers did not report their city/county school or educational affiliation).
- The average percent of respondents for each of the 12 Educational Regions was 8%, with a range of 3% to 14%. Again, two cordinators and 4 teachers did not report their city/county school or educational region affilitation.

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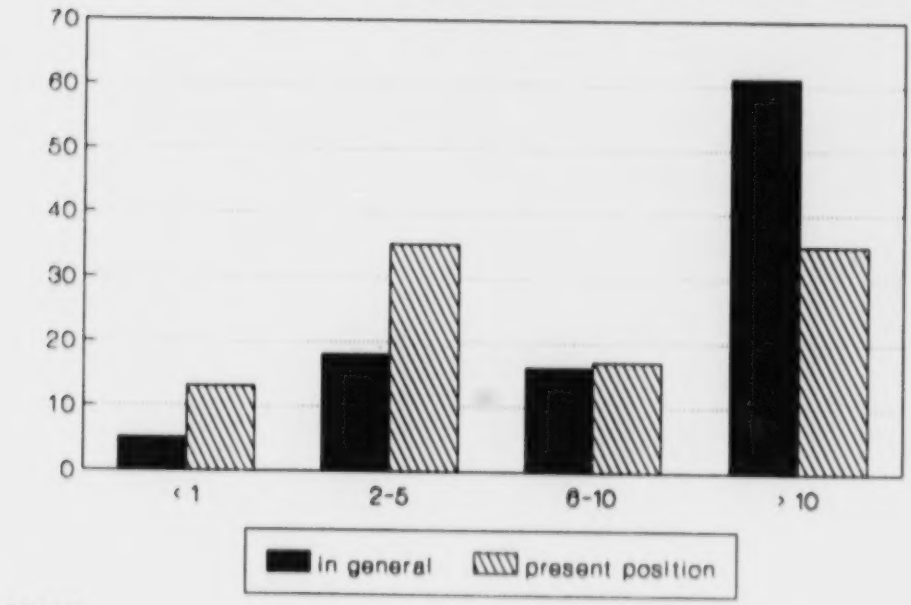
Table 2

The Secondary Special Education Teachers' Professional Background

Teacher Characteristics	Number	Percent
Number of years in special education		
< 1 year	16	5
2-5 years	53	18
6-10 years	48	16
> 10 years	183	61
Number of years in present position		
< 1 year	38	13
2-5 years	104	35
6-10 years	50	17
> 10 years	105	35
Highest degree held		
BA	62	20
MA	177	58
Other	57	19
Standard certificate		
Mental retardation	157	52
Learning disabilities	129	43
Behavior disorders	42	14
Mildly handicapped	20	7
Hearing impaired	6	2
Orthopedically impaired	5	2
Visually impaired	3	1
Other health impaired	3	1
Speech impaired	3	1
* Other	12	4

* Working towards certification: elementary, adaptive PE, psychometry

teachers' years in sp ed



- Over 60% of the special education teachers had more than 10 years of professional experience in special education, and 52% of the teachers had been in their present special education position for at least six years.
- Fifty-eight percent of the special education teachers had master's degrees in special education.
- Fifty-two percent and 43% of the special education teachers had certificates in mental retardation and learning disabilities, respectively.

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Special education teachers, how much of your total teaching assignment is allocated to high school students?

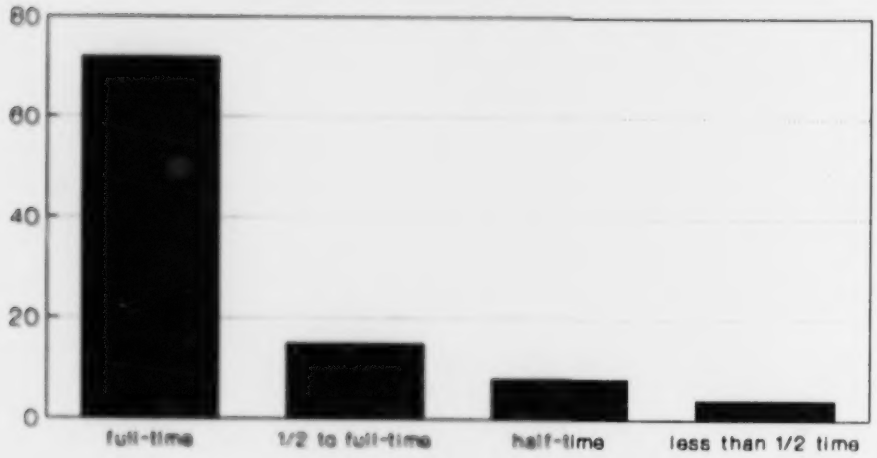
Table 3

The Teachers' Time Allocation in Serving High School Students

Amount of Time	Number	Percent
Full-time	219*	72
Between half-time and full-time	44	15
Half-time	25	8
Less than half-time	12	4

* Of the special education teachers who responded, 219 (72%) were assigned full-time to teaching high school students.

teachers' time allocation
to high school students



- Over 70% of the special education teachers taught high school students full-time.

Special education teachers, what percentage of your teaching time with high school students is assigned to the roles listed below?

- Self-contained classroom teacher
- Resource room teacher
- Regular education teacher
- Vocational educational teacher
- Consultant to regular education teacher
- Consultant to vocational education teacher
- Work experience coordinator
- Other (specify)

Table 4

The Teachers' Percent of Time with Respect to Assigned Teaching/Consulting Role(s)

Time percent =	0% N/%	1-25% N/%	25-49% N/%	50-74% N/%	75-99% N/%	100% N/%
Self-contained	196/65	15/5*	3/1	14/5	31/11	38/13
Resource Room	71/24	13/4	12/4	20/7	36/12	141/48
Regular Education	271/92	14/5	6/2	1/0	1/0	0/0
Vocational Education	276/94	14/5	2/0	0/0	1/0	0/0
Consultant/ Regular Ed.	250/85	39/13	4/1	0/0	0/0	0/0
Consultant/ Vocational Ed.	264/90	28/9	1/0	0/0	0/0	0/0
Work/Exper. Coordinator	282/96	9/2	3/1	1/0	0/0	0/0
Other	272/93	12/4	2/0	2/0	1/0	4/1

* Of the special education teachers who responded, 15 (5%) spent 1-25% of their time teaching in a self-contained classroom.

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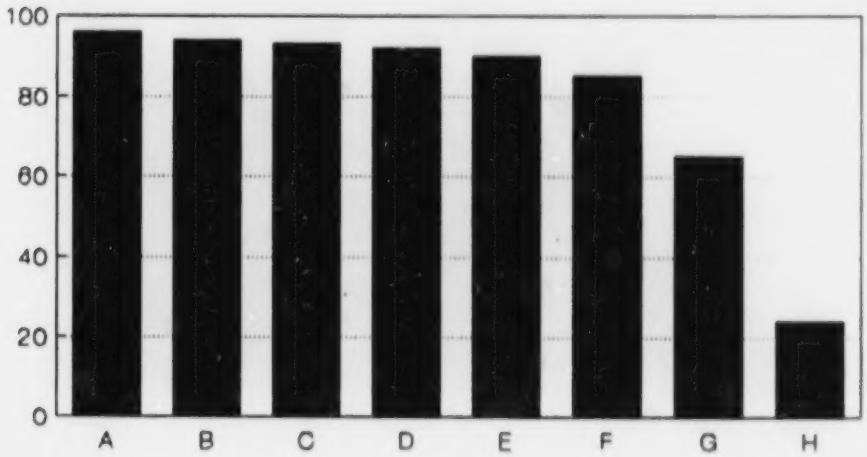
types of teacher roles
and % who say "no time" is spent in them



percent

A. Work experience coordinator
B. Vocational educational teacher
C. Other
D. Regular education teacher
E. Consultant to vocational education teacher
F. Consultant to regular education teacher
G. Self-contained classroom teacher
H. Resource room teacher

- Nearly half of the special education teachers spent their entire teaching time in a **resource room setting**, while 13% spent their full teaching time in a **self-contained classroom.**
- Only 14% of the special education teachers reported that they provided **consultant services** to regular education.
- See Table 32 for the perception of special education teachers regarding important **teacher competencies** and their perceived strength in those competencies, as they pertain to seven general areas: Pupil Assessment, Pupil Instruction, Counseling Students and their Families, Administration and Service Coordination, Program Planning and Evaluation, Utilizing Microcomputers, and Facilitating Mainstreaming.

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Special education teachers, for the primary disability categories and age groups below, please indicate how many high school students are assigned to you this term.

Table 5

The Teachers' Students by Disability Category (14-21 years old)

Category	14-17 yrs old only N	%	18-21 yrs old only N	%	14-21 yrs old N	%
Learning Disabilities	43*	14	4	1	105	35
Emotional Conflict	38	13	7	2	25	8
Educable Mental Retardation	33	11	2	<1	122	40
Trainable Mental Retardation	12	4	5	2	15	5
Hearing Impaired	11	4	3	<1	0	0
Speech Impaired	8	3	2	<1	1	<1
Ortho. Impaired	8	3	3	1	1	<1
Visually Impaired	5	2	2	<1	1	<1
Other Health Impaired	2	1	3	<1	3	1

* Of the teachers responding, 43 (14%) reported that they serve students with learning disabilities in the 14-17 year old range only.

teachers' students by disability and age range

A. Educable Mental Retardation
B. Learning Disabilities
C. Emotional Conflict
D. Trainable Mental Retardation
E. Hearing Impaired
F. Speech Impaired
G. Orthopedically Impaired
H. Visually Impaired
I. Other Health Impaired

- Forty percent, 35%, and 8% of the teachers reported they served educable mentally retarded, learning disabled, and emotionally conflicted students in the 14-21 year old age range.

Special education teachers, who provides instruction to your students in each of the curriculum areas listed below?

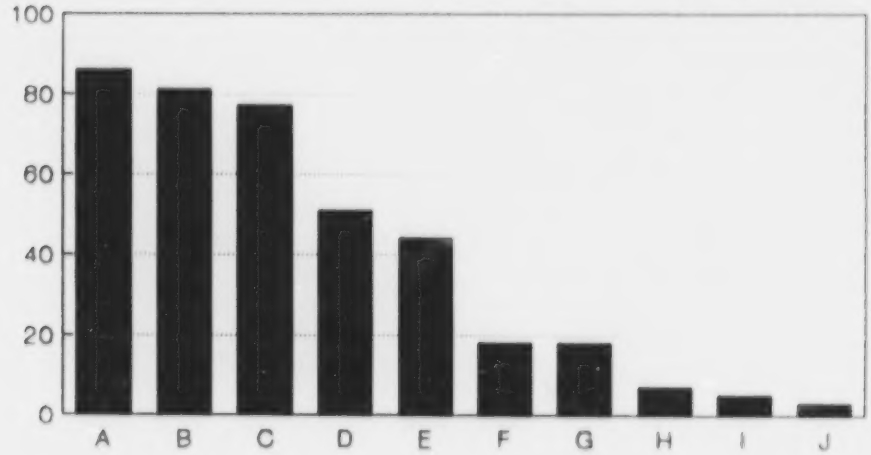
Table 6

Persons Responsible for Providing Instruction in Ten Curriculum Areas

Curriculum Area	Not Provided by anyone N	%	Provided Only by Special Ed. Teachers N	%	Provided Only by Someone Else N	%	Provided by Special Ed Teachers & Someone else N	%
Traditional Academics	7*	2	53	18	14	5	227	75
Remedial Academics	18	6	132	44	10	3	140	47
Functional Academics	8	3	125	42	20	7	147	49
Home Living Skills	29	10	23	8	132	44	117	39
Community Living Skills	36	12	46	15	53	18	166	55
Personal-social skills	7	2	43	14	54	18	197	65
Leisure/ Recreational	7	2	11	4	244	81	39	13
Driver Education	23	8	6	2	258	86	14	5
Vocational Preparation	10	3	15	5	153	51	122	41
Related Services	44	15	5	2	231	77	17	6

* Of the special education teachers who responded, 7 (2%) reported that no one provided instruction in traditional academics to their students.

instructional areas provided by someone other than special ed teacher



percent

A.	Driver Education	F.	Community Living Skills
B.	Leisure/Recreation	G.	Personal Social skills
C.	Related Services	H.	Functional Academics
D.	Vocational Preparation	I.	Traditional Academics
E.	Home Living Skills	J.	Remedial Academics

- Over 42% of the special education teachers reported that **"only they"** provided instruction in the curriculum areas of Remedial Academics and Functional Academics.
- The percent of special education teachers who reported that **"someone other"** than them provided instruction in four curriculum areas was: Driver Education (86%), Leisure/ Recreation (81%), Related Services (77%), and Vocational Preparation (51%).
- The percent of special education teachers who reported that they, **"along with someone else"**, provided instruction in four curriculum areas was: Personal-Social Skills (65%), Community-Living Skills (55%), Functional Academics (49%), and Vocational Preparation (41%).

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Special education coordinators, who provides the services listed below to the high school special education students in your system?

Table 7

Agencies Responsible for Providing Services in Ten Curriculum Areas

Curriculum Areas	Not Provided by anyone		Provided Only by Local Education Agency		Provided Only by Another Agency		Provided by Local Education Agency and & Another Agency	
	N	%	N	%	N	%	N	%
Traditional Academics	0*	0	74	94	0	0	4	5
Remedial Academics	1	1	71	90	1	1	6	8
Functional Academics	0	0	74	94	2	3	3	4
Home Living Skills	0	0	66	84	3	4	10	13
Community Living Skills	3	4	61	77	3	4	12	15
Personal-social Skills	0	0	67	85	2	3	10	13
Leisure/ Recreational	2	3	64	82	2	3	10	13
Driver Education	1	1	71	90	2	3	5	6
Vocational Preparation	1	1	34	43	3	4	41	52
Related Services	1	1	49	62	2	3	<1	34

* Of the special education coordinators who responded, none (0%) reported that anyone in their LEA provided instruction in traditional academics to their special education students.

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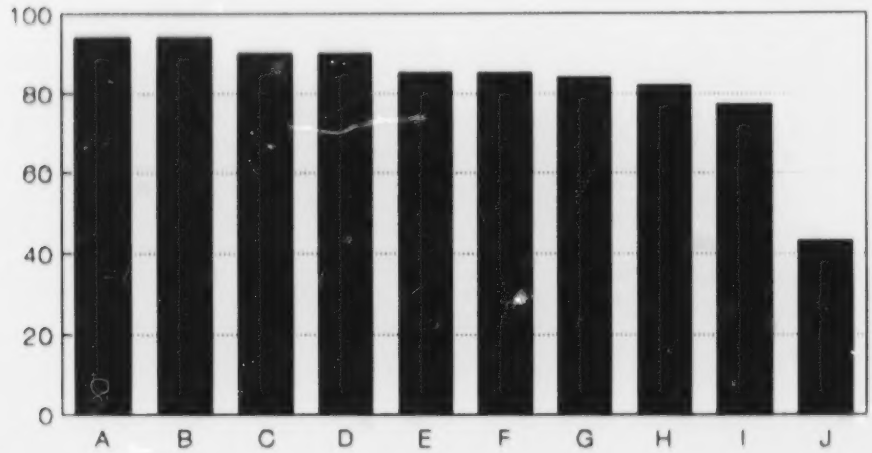
curriculum services provided by
local education agencies only



percent

A.	Traditional Academics	F.	Home Living Skills
B.	Functional Academics	G.	Leisure/Recreation
C.	Driver Education	H.	Community Living Skills
D.	Remedial Academics	I.	Related Services
E.	Personal-Social Skills	J.	Vocational Preparation

- Over 70% of the coordinators reported that services were provided only by their local education agency in the areas of Traditional Academics (94%), Functional Academics (94%), Remedial Academics (90%), Driver Education (90%), Personal-social Skills (85%), Home-Living Skills (84%), Leisure/Recreation (82%), and Community Living Skills (77%).

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Special education teachers, indicate the present strength (degree of adequacy) of the instruction that your students receive in the curriculum areas below.

Table 8

The Degree of Instructional Adequacy in Ten Curriculum Areas

Curriculum Area	No Instructon		Needs Improvmnt		Satisfactry		Strong		Very Strong	
	N	%	N	%	N	%	N	%	N	%
Traditional Academics	6	2	47*	16	92	30	103	35	50	17
Remedial Academics	12	4	51	17	72	24	95	32	68	22
Functional Academics	8	3	49	16	103	35	89	30	48	16
Home living skills	22	7	55	19	101	34	85	30	35	12
Community living skills	26	9	65	22	111	37	66	22	29	10
Personal-social skills	6	2	77	26	111	37	75	25	28	9
Leisure/recreat skills	3	1	58	20	140	47	70	24	26	9
Driver education	22	7	41	14	123	41	87	29	25	8
Vocational preparation	8	3	81	27	93	31	75	25	41	14
Related services	42	14	68	23	101	34	63	21	20	7

* Of the special education teachers who responded, 47 (16%) rated instruction in traditional academics as "needs improvement".

curriculum areas needing improvement

percent

A. Vocational Preparation
B. Personal-Social skills
C. Related Services
D. Community Living Skills
E. Leisure/Recreation Skills
F. Home Living Skills
G. Remdeial Academics
H. Traditional Academics
I. Functional Academics
J. Driver Education

- The percent of special education teachers who reported that there needed to be instructional improvement in five curriculum areas was: Vocational Preparation (27%), Personal-Social Skills (26%), Related Services (23%), Community Living Skills (22%), and Leisure/Recreation Skills (20%).

Special education teachers, what instructional environments are utilized by your students?

Table 9

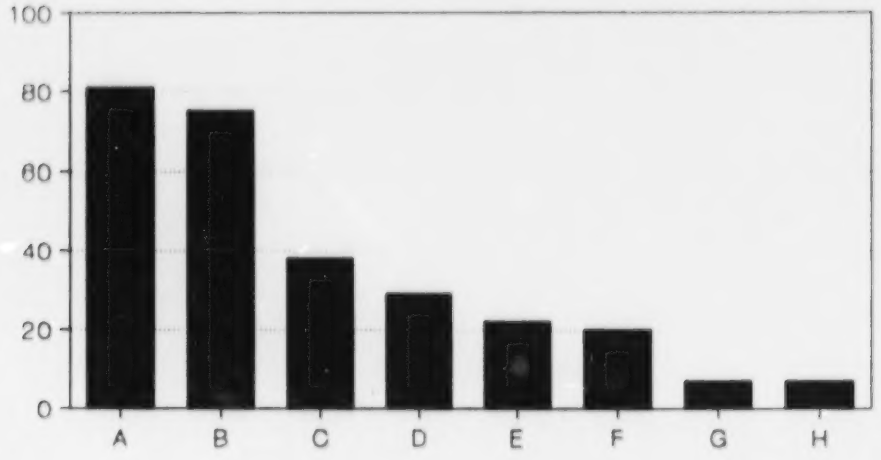
The Special Education Students' Instructional Settings

Instructional Settings	Number	Percent
Resource Room	244*	81
Regular Class	227	75
Self-Contained	113	38
Regular Class With Support Personnel	87	29
Community Worksite	66	22
In-school Worksite	60	20
Community-Based Instruction	22	7
Other**	21	7

* Of the special education teachers who responded, 244 (81%) reported that some of their students received instruction in the resource room.

** Area vocational center, trade school, lunch room

instructional settings
used by students



percent

A. Resource Room
B. Regular Class
C. Self-Contained
D. Regular Class With Support Personnel
E. Community Worksite
F. In-School Worksite
G. Community-Based Instruction
H. Other

- The **most** frequently utilized instructional settings for the students were the resource room and regular classroom; whereas, two of the **least** frequently used settings were the community worksites and in-school worksites. With respect to latter, only 22% and 20% of the teachers reported that their students were instructed in community work sites and in-school work sites, respectively.

- Only 7% of the teachers reported that **community-based instruction** was utilized with their students.

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Special education coordinators, are vocational evaluation services available to your system's regular education and special education students?

Table 10

Vocational Evaluation Services for Regular and Special Education Students

	Number	Percent
Regular Education	53*	70
Special Education	74	94

* Of the special education coordinators who responded, 53 (70%) indicated that vocational evaluation services were available to their regular education students.

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vocational evaluation services
for regular and special students

percent

- The special education coordinators reported that <u>vocational evaluation</u> services were more available to their special education than regular education students.

Special education teachers, are vocational evaluation services available to your students? If yes, what evaluation systems listed below are used?

Table 11

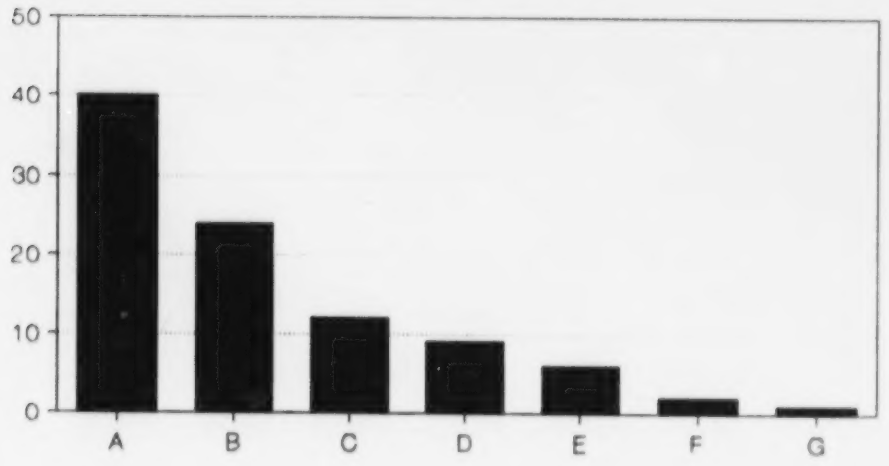
Types of Vocational Evaluation Systems Available to Special Education Students

Types of Evaluation	Number	Percent
Don't know	120*	40
Other**	69	23
Teacher-made	34	12
Valpar	26	9
SAGE	19	6
SPIB-R	7	2
JEVS	3	1

* Of the 278 special education teachers who answered yes, 120 (40%) indicated they did not know which vocational evaluation systems were available to their students.

** DAT, TAP, Vocational Rehabilitation, GATB, ORC, SAVE, OVIS-II, JTPA, McDonald Vocational Capacity Scale, MESA, Dexterity, Variety of paper/pencil instruments

types of vocational evaluation
for special students



A. Don't Know
B. Other
C. Teacher-Made
D. Valpar
E. SAGE
F. SPIB-R
G. JEVS

- Forty percent of the special education teachers reported that they did not know what type of vocational evaluation systems were available to their students.

Special education coordinators, please indicate all the occupational areas in which either classroom instruction or work experience is available for regular education and special education students.

Table 12

Classroom Instruction or Work Experience in Eight Occupational Areas for Regular and Special Education Students

Occupational Area	Not Provided N	Not Provided %	Provided Only to Special Education N	Provided Only to Special Education %	Provided Only to Regular Education N	Provided Only to Regular Education %	Provided to Both N	Provided to Both %
Professional, Technical, & Managerial	32*	40	0	0	16	20	31	39
Clerical & Sales Service	10	13	1	1	23	29	45	57
Service Occupations	34	43	6	7	7	9	32	40
Agricultural, Fishery, & Forestry	26	33	5	6	6	8	42	53
Processing	65	82	0	0	5	6	9	11
Machine Trades	31	39	0	0	9	11	39	49
Benchwork	20	25	1	1	7	9	51	64
Structural Work	16	20	1	1	8	10	54	68

* Of the special education coordinators responding, 32 (40%) indicated that classroom instruction in professional, technical and managerial skills is not provided to either special education or regular education students.

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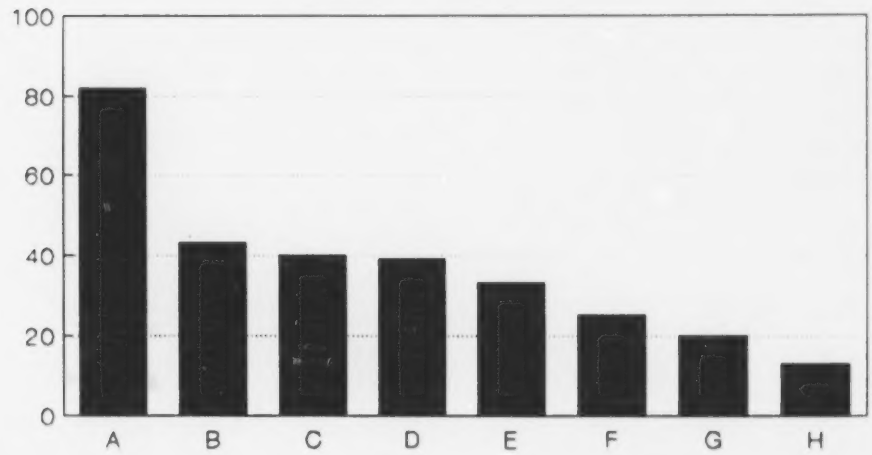
occupational areas (DOT)
not instructed



percent

A. Processing
B. Service Occupations
C. Professional, Technical, & Managerial
D. Machine Trades
E. Agricultural, Fishery, & Forestry
F. Benchwork
G. Structural Work
H. Clerical & Sales Service

- The percent of special education coordinators who reported that no **classroom instruction or work experience** was provided to either of their special education or regular education students in four occupational areas was: Processing (82%), Professional, Technical & Managerial (40%), Machine Trades, (39%), and Agricultural, Fishery & Forestry (33%).

- With respect to Service Occupations, 40% of the special education coordinators reported that classroom instruction or work experience was provided to both special education and regular education students.

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Special education teachers, in which of the following occupational categories do your students receive vocational instruction either in the classroom or work experience?

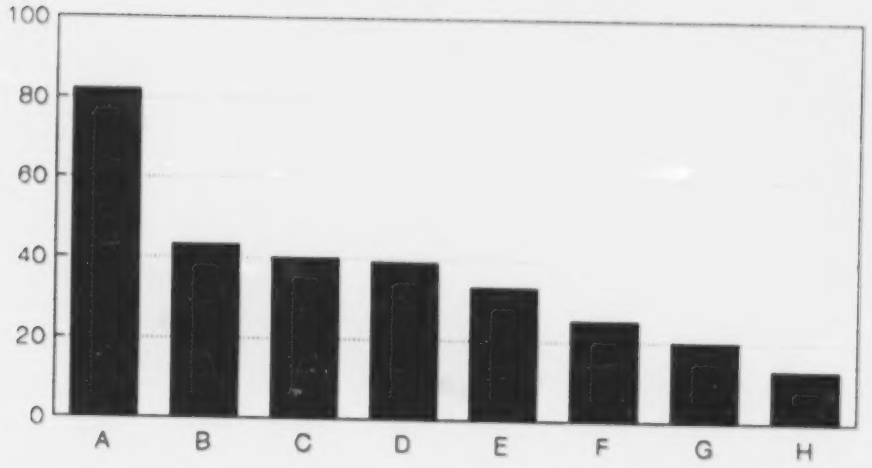
Table 13

Occupational Areas In Which Special Education Students Receive Classroom Instruction or Work Experience

Occupational Area	Number	Percent
Structural Work	188*	62
Benchwork	167	55
Agricultural, Fishery, and Forestry	152	50
Service Occupations	144	48
Machine Trades	110	36
Clerical and Sales Service	95	31
Professional, Technical, and Managerial	55	18
Processing	29	10
None of the above	28	9

* Of the special education teachers who responded, 188 (62%) reported that their students receive classroom instruction or work experience in the occupational area of structural work.

occupational areas (DOT)
not instructed



percent

A. Structural Work
B. Benchwork
C. Agricultural, Fishery, and Forestry
D. Service
E. Machine Trades
F. Clerical and Sales
G. Professional, Technical, and Managerial
H. Processing
I. None of the Above

- More than half the teachers reported that classroom instruction or work experience was provided their special education students in the occupational areas of Structural Work (62%), Benchwork (55%), and Agricultural, Fishery and Forestry Services (50%).

- Less than half of the teachers reported that classroom instruction or work experience was provided their special education students in the occupational areas of Service Occupations (48%), Machine Trades (36%), Clerical and Sales Service (31%), and Professional, Technical, and Managerial (18%).

Special education coordinators and special education teachers, each of you indicate who provides vocational instruction to your students?

Table 14

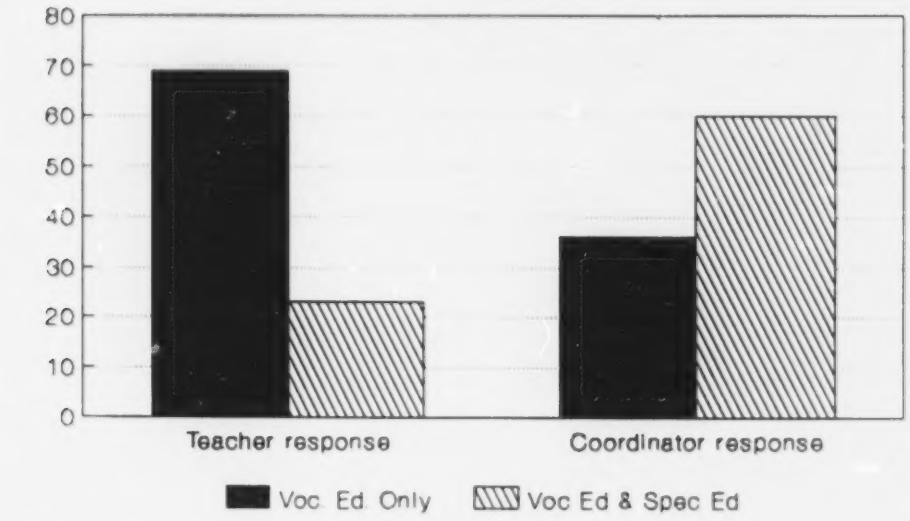
Persons Responsible for Providing Vocational Instruction to Special Education Students

Respondent	Vocational Education Teacher only		Special Education Teacher Only		Vocational & Special Education Teacher		Other**	
	N	%	N	%	N	%	N	%
Teacher	209*	69	12	4	70	23	5	2
Coordinator	29	36	1	1	48	60	1	1

* Of the special education teachers who repsonded, 209 (69%) reported that the vocational education teacher was the only one responsible for providing vocational instruction to special education students.

** Other responses: trade school, CETA, agriculture teacher, co-workers on job sites.

providers of vocational instruction to special students



- According to the special education teachers, the persons most responsible for providing their students with instruction in vocational preparation were (a) only someone other than the special education teacher (51%), and (b) the special education teacher and someone else (41%).
- According to the special education coordinators, the agencies most responsible for providing their students with instruction in vocational preparation were (a) the local education agency (43%), and (b) the Local Education Agency and another agency (52%).

Special education teachers, in which of the following work experience opportunities do your students participate?

Table 15

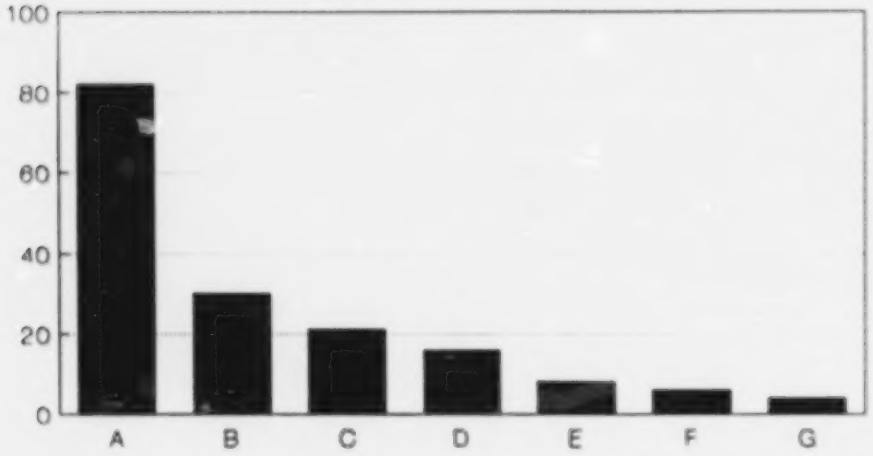
Types Of Work Experience for Special Education Students

Work Experience Opportunity	Number	Percent
Regular Education Vocational Education Classes	247*	82
Regular Education Community-based Work Experience	89	30
Special Education Vocational Education Classes	63	21
Special Education In-school Work Experience	47	16
Special Education Community-based Work Experience	25	8
No work Experience opportunities	17	6
Other**	11	4

* Of the special education teachers who responded, 247 (82%) reported that special education students participate in regular education vocational education classes.

** CETA, JTPA, CO-OP, Summer youth employment program

types of work experience
for special students



percent

A. Regular Education Vocational Education Classes
B. Regular Education Community-Based Work Exper.
C. Special Ed./Vocational Education Classes
D. Special Education In-School Work Experience
E. Special Education Community-Based Work Experience
F. No Work Experience Opportunities
G. Other

- The percent of teachers who reported the types of work experience opportunities in which their students participated were Regular Education Vocational Education Classes ((82%), Regular Education Community-Based Work Experience (30%), Special Education Vocational Education Classes (21%), Special Education In-School Work Experience ((16%), and Special Education Community-Based Work Experience ((8%).

Special education teachers, who is most responsible for coordinating work experience opportunities for your students?

Table 16

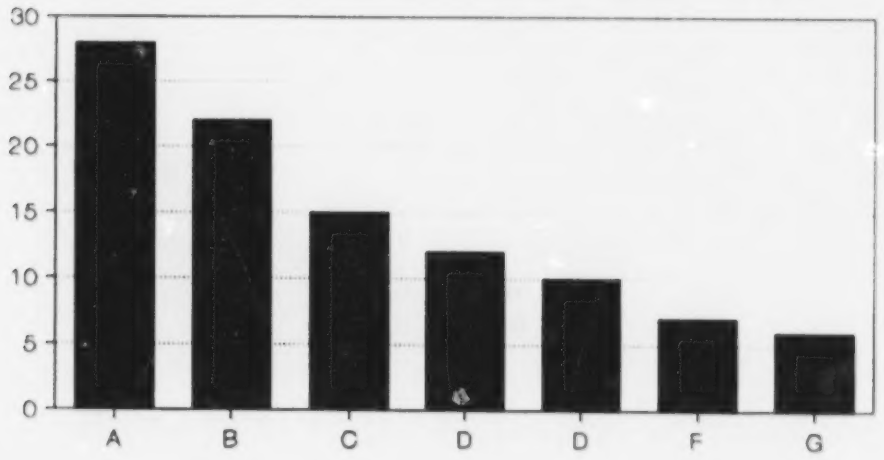
Persons Most Responsible For Coordinating Work Experience Opportunities for Special Education Students

Person	Number	Percent
Vocational Education Teacher	83*	28
Special Education & Vocational Education Teacher	64	22
No One	46	15
Work Experience Coordinator	36	12
Special Education Teacher	29	10
Special Education Teacher & Work Experience Coordinator	21	7
** Other	19	6

* Of the special education teachers who responded, 83 reported that the vocational education teacher was the person most responsible for coordinating work experience opportunities.

** guidance counselors, parents, and students

persons most responsible
for coordinating work experience



percent

A. Vocational Education Teacher
B. Special Education & Vocational Education Teacher
C. No One
D. Work Experience Coordinator
E. Special Education Teacher
F. Special Education Teacher & Work Experience Coordinator
G. Other

- According to the special education teachers, the **persons most responsible** for providing their students with instruction in <u>vocational preparation</u> were (a) only someone other than the special education teacher (51%), and (b) the special education teacher and someone else (41%).

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Special education teachers, do any of your students participate in regular vocational education classes? If yes, what are the ways listed below in which you work together?

Table 17

Ways in Which Special Education Teachers and Vocational Education Teachers Collaborate

Type of Collaboration	Number	Percent
Determine appropriate placement and instructional goals	158*	53
Familiarize each other with system programs and resources	132	44
Modify entry-level skills or instructional materials	106	35
Evaluate student progress	82	27
Not directly involved with students' vocational education classes	76	25
Share materials	76	25
Coordinate supplemental learning experiences to compliment vocational education	76	25
Determine responsibility for placement and supervision	43	14

* Of the 275 special education teachers who said yes, 158 (53%) reported that one way in which special education and vocational education teachers work together is to determine appropriate placement and instructional goals.

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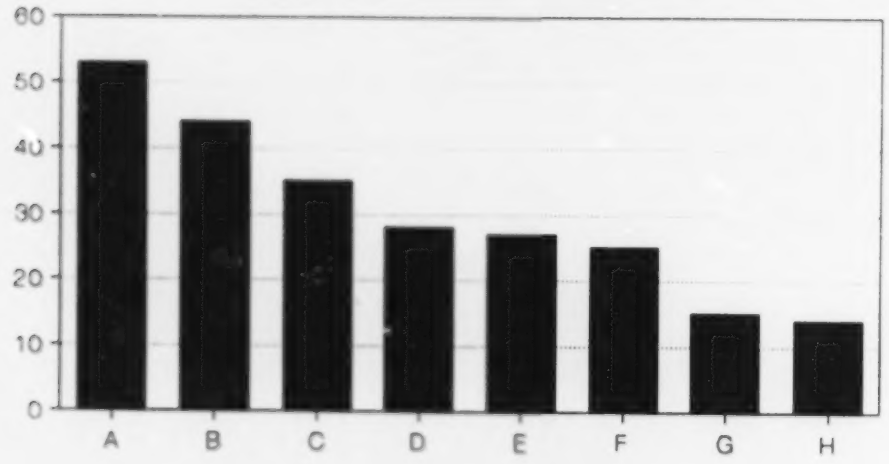
ways in which sp ed & voc ed teachers work together



percent

A. Determine Appropriate Placement and Instructional Goals
B. Familiarize Each Other With System Programs and Resources
C. Modify Entry-Level Skills or Instructional Materials
D. Evaluate Student Progress
E. Not Directly Involved With Students' Vocational Education Classes
F. Share Materials
G. Coordinate Supplemental Learning Experiences to Compliment Vocational Education
H. Determine Responsibility for Placement and Supervision

- The special education teachers reported that the two most common ways in which special education and vocational education teachers worked together were (a) "in determining appropriate placement and instructional goals" (53%), and (b) "familiarizing each other with system programs and resources" (44%).

Special education teachers, who provides instruction to your students in each of the curriculum areas listed below?

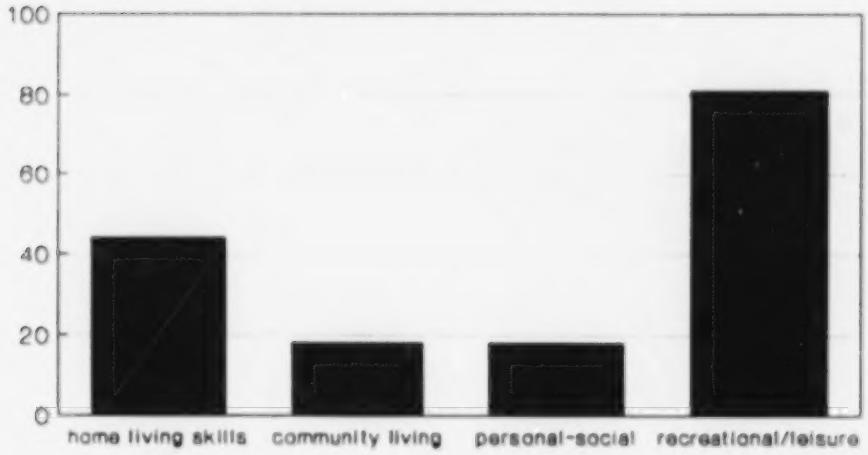
Table 18

Persons Responsible for Providing Instruction in Independent Living Areas

Curriculum Area	Not Provided by anyone N	%	Provided Only by Special Ed. Teachers N	%	Provided Only by Someone Else N	%	Provided by Special Ed Teachers & Someone else N	%
Home Living Skills	29*	10	23	8	132	44	117	39
Community Living Skills	36	12	46	15	53	18	166	55
Personal-social Skills	7	2	43	14	54	18	197	65
Leisure/Recreational	7	2	11	4	244	81	39	13

* Of the special education teachers who responded, 29 (10%) reported that no one provided instruction in home living skills to their students.

independent living skills
not instructed by sp ed teacher



percent

- According to the special education teachers, the **persons most responsible** for providing their students with instruction in Home Living Skills were (a) someone other than the special education teacher (44%), and (b) the special education teacher and someone else (39%).
- According to the special education teachers, the **persons most responsible** for providing their students with instruction in Community Living Skills were (a) someone other than the special education teacher (18%), and (b) the special education teacher and someone else (55%).
- According to the special education teachers, the **persons most responsible** for providing their students with instruction in Personal-Social Skills were (a) someone other than the special education teacher (18%), and (b) the special education teacher and someone else (65%).
- According to the special education teachers, the **person most responsible** for providing their students with instruction in Leisure-Recreational Skills was someone other than the special education teacher (81%).

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Special education coordinators, who provides the services listed below to the high school special education students in your system?

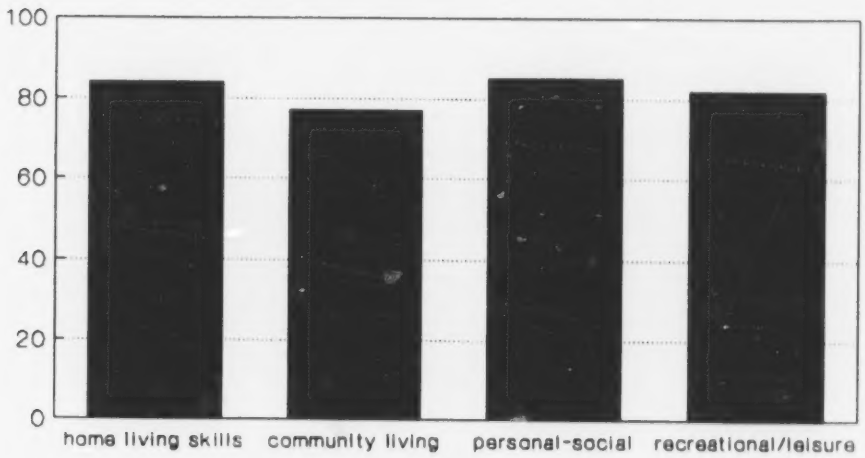
Table 19

Agencies Responsible for Providing Services in Independent Living Areas

Curriculum Areas	Not Provided by anyone		Provided Only by Local Education Agency		Provided Only by Another Agency		Provided by Local Education Agency and & Another Agency	
	N	%	N	%	N	%	N	%
Home Living skills	0*	0	66	84	3	4	10	13
Community Living skills	3	4	61	77	3	4	12	15
Personal-social skills	0	0	67	85	2	3	10	13
Leisure/Recreational	2	3	64	82	2	3	10	13

* Of the special education coordinators who responded, none (0%) reported that anyone in their LEA provided instruction in home living skills to their students.

independent living services
provided only by LEAs



- According to the special education coordinators, the **agency most responsible** for providing their students with instruction in Home Living Skills was the local education agency (84%).
- According to the special education coordinators, the **agencies most responsible** for providing their students with instruction in Community Living Skills were (a) only the local education agency (77%), and (b) the Local Education Agency and another agency (15%).
- According to the special education coordinators, the **agency most responsible** for providing their students with instruction in Personal-Social Skills was the local education agency (85%).
- According to the special education coordinators, the **agency most responsible** for providing their students with instruction in Leisure-Recreational Skills was the local education agency (82%).

Special education teachers, indicate the present strength (degree of adequacy) of the instruction that your students receive in the curriculum areas below.

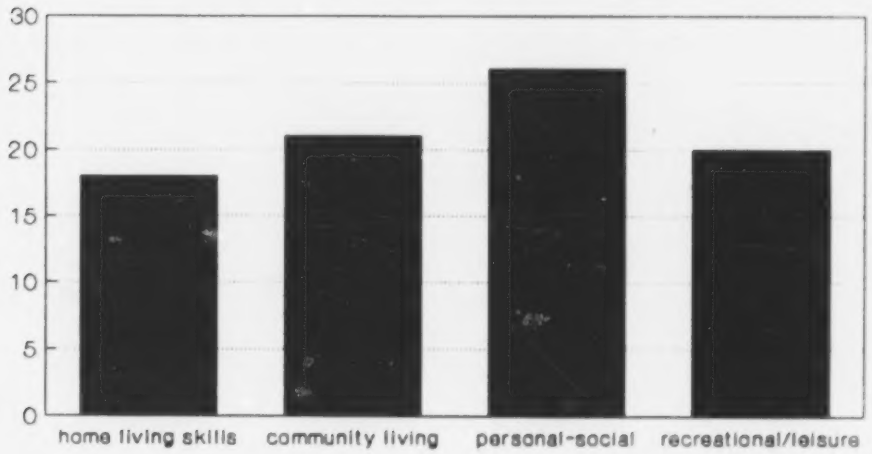
Table 20

The Degree of Instructional Adequacy in Areas of Independent Living

Curriculum Area	No Instructon		Needs Improvmnt		Satisfactry		Strong		Very Strong	
	N	%	N	%	N	%	N	%	N	%
Home living skills	22	7	55	19*	101	34	85	29	35	12
Community living skills	26	9	65	22	111	37	66	22	29	10
Personal-social skills	6	2	77	26	111	37	75	25	28	9
Leisure/recreat skills	3	1	58	20	140	47	70	24	26	9

* Of the special education teachers who responded, 55 (19%) rated instruction in home living skills as "needs improvement".

independent living skills
need for instructional improvement



percent

- The percent of special education teachers who reported there needed to be **improvement** in four independent curriculum areas was as follows: Home Living Skills (19%), Leisure/Recreational Skills (20%), Community Living Skills (22%), and Personal-Social Skills (26%).

Special education teachers, does your district make arrangements with community agencies to facilitate your students' transition from school-to-adult life? If yes, who is most responsible for establishing/maintaining arrangements?

Table 21

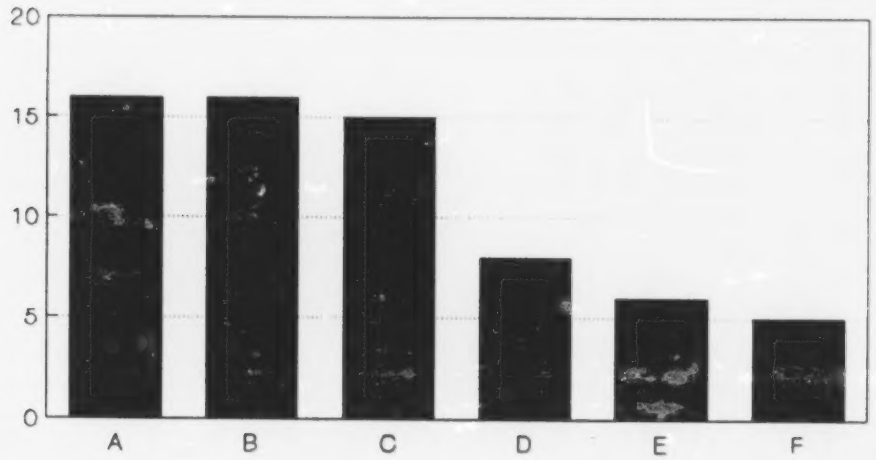
Persons Most Responsible for Arrangements with Community Agencies to Facilitate Transition

Persons Most Responsible for Establishing/ Maintaining Arrangements	Number	Percent
Other**	47	16
Work Experience Coordinator	44	15*
Teacher	47	16
Vocational Education Teacher	25	8
Parent	17	6
IEP Team Designee	16	5

* Of the 196 teachers who answered yes, 45 (15%) indicated that the work experience coordinator was most responsible for establishing/maintaining arrangments with community agencies.

** Special Education Coordinator, VR Counselor, Counselor, probation officer

persons most responsible for
for coordinating with community agencies



percent

A. Other
B. Teacher
C Work Experience Coordinator
D. Vocational Education Teacher
E. Parent
F. IEP Team Designee

- The special education teachers reported that the most responsible persons for establishing arrangements with community agencies were the Teacher, Work Experience Coordinator, and Other (e.g., rehabilitation counselor).

Special education coordinators, is there someone on staff responsible for coordinating transition planning? If yes, please indicate who it is.

Table 22

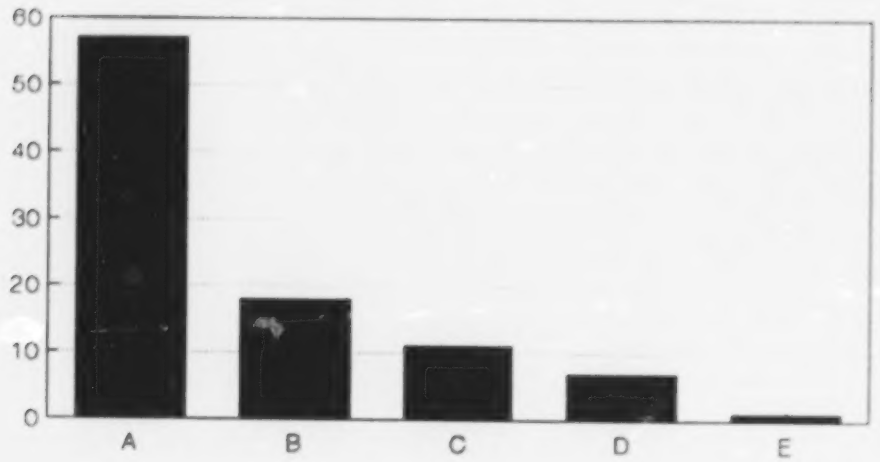
Persons Responsible for Coordinating Transition Services

Individual	Number	Percent
Special education coordinator	36	57*
Teacher	14	18
Other**	7	11
Guidance counselor	5	7
Principal	1	1

* Of the 63 special education coordinators who answered yes, 36 (57%) reported that the special education coordinator was most responsible for coordinating transition services.

** Program Specialist (Vocational Education), Special Education Resource Teacher, Psychometrist (under Special Education Director's Supervision)

LEA staff responsible for coordinating transition



A. Special Educaiton Coordinator
B. Teacher
C. Other
D. Guidance Counselor
E. Principal

- Fifty-seven percent of the special education coordinators reported that they were **most responsible** for coordinating transition planning.

Special education coordinators, how important is it for your system to assume responsibility for transition planning for handicapped high school students?

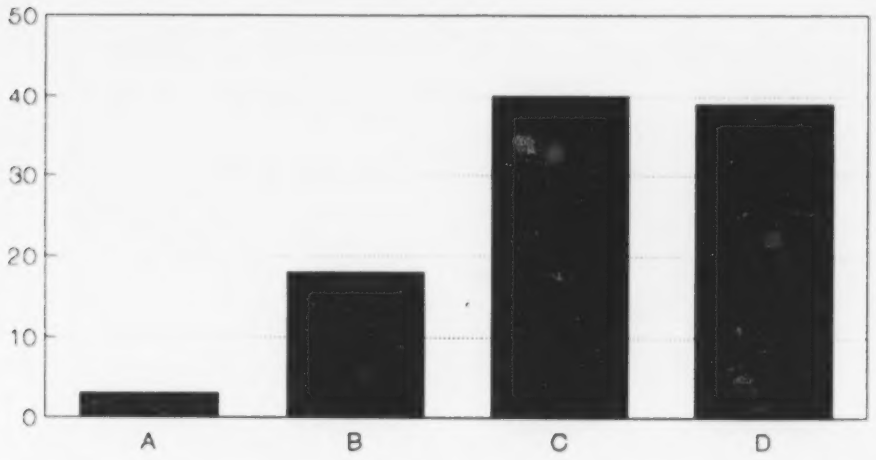
Table 23

The Local Education Agencies' Responsibility for Assuming Transition Planning

Importance of Transition Planning	Number	Percent
not important	2*	3
somewhat important	14	18
important	31	40
very important	30	39

* Of the special education coordinators who responded, 2 (3%) reported that it was "not important" for their system to assume responsibility for transition planning.

LEA's importance in transition planning



A. Not Important
B. Somewhat Important
C. Important
D. Very Important

- Over 79% of the special education coordinators reported that it was either **"important"** or **"very important"** that their system assume responsibility in the transition planning for their students.

Special education coordinators, how satisfied are you with the arrangements available for assisting your system's high school special education students as they progress from school-to-adult life?

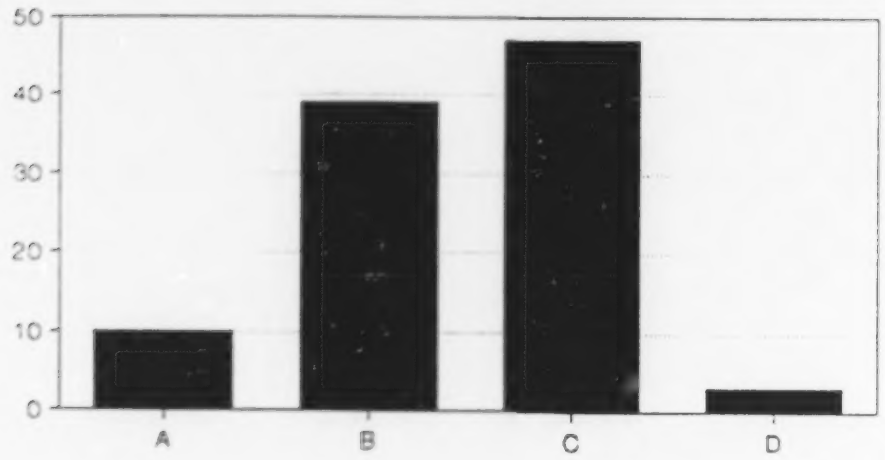
Table 24

The Special Education Coordinators' Satisfaction with Their Transition Arrangements

		Number	Percent
A.	Very dissatisfied	8*	10
B.	Dissatified	30	39
C.	Satisfied	36	47
D.	Very satisfied	2	3

* Of the special education coordinators who responded, 8 (10%) reported that they were "very dissatisfied" with the arrangements available for assisting their students from school to adult life.

coordinators' satisfaction with LEA's transition arrangements



percent

A. Very Dissatisfied
B. Dissatified
C. Satisfied
D. Very Satisfied

- Half of the special education coordinators reported that they were either **"very dissatisfied"** or **"dissatisfied"** with their system's arrangements for assisting their students in transition.

Special education teachers, overall, how satisfied are you with the support you receive from your students' parents?

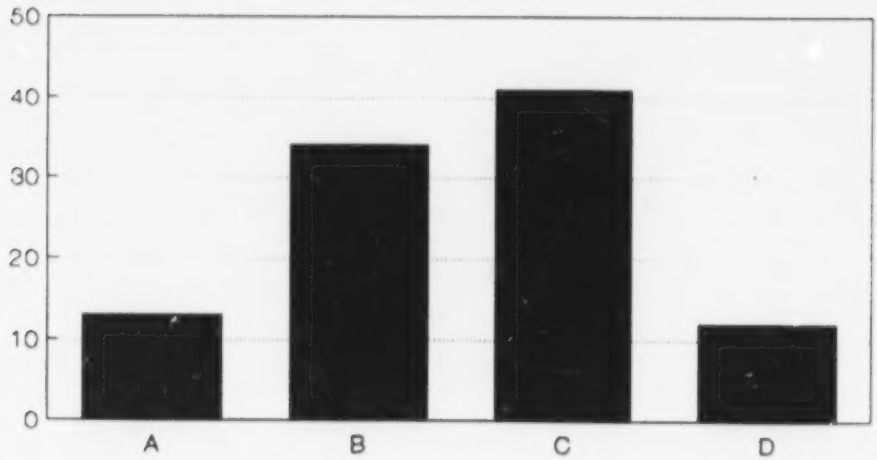
Table 25

The Special Education Teachers' Satisfaction With Support Received from Parents

Level of satisfaction	Number	Percent
Very dissatisfied	38	13*
Dissatisfied	103	34
Satisfied	121	41
Very satisfied	34	12

* Of the special education teachers who responded, 38 (13%) reported that they were "very dissatisfied" with the support they received from their students parents.

teachers' satisfaction
with parents' support



percent

A. Very Dissatisfied
B. Dissatisfied
C. Satisfied
D. Very Satisfied

- Nearly 50% of the special education teachers reported that they were either **"very dissatisfied"** or **"dissatisfied"** with the support they receive from parents.

Special education coordinators, do any handicapped high school students in your system receive services from another agency? If yes, from which agencies do they receive services?

Table 26

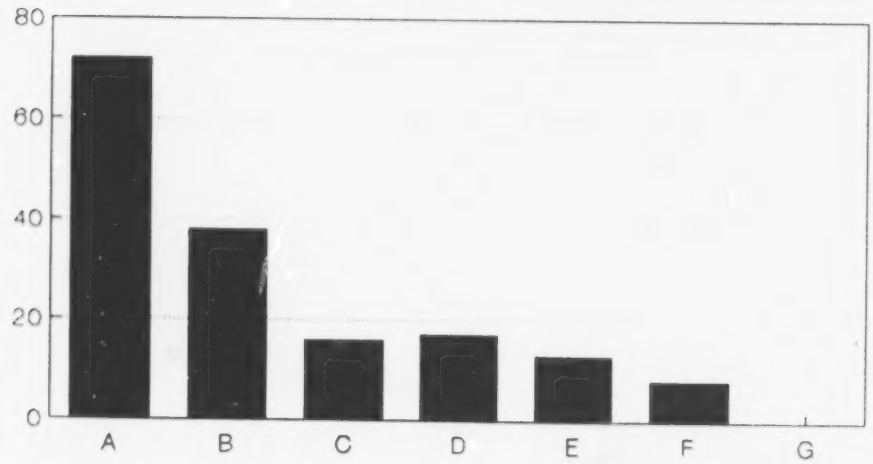
Services Received from Agencies other than LEAs

Agency	Number	Percent
Adult Rehabilitation Services	57*	72
Mental Health/Mental Retardation	30	38
Other**	13	16
Association for Retarded Citizens	13	17
Another LEA	10	13
Adult and Family Services	6	8
Community College	0	0

* Of the 149 special education coordinators who answered yes, 57 (72%) reported that their high school students receive adult rehabilitation services.

** United Cerebral Palsy, Independent Living Center, DHR, CCS, Public Transportation, Glenn Ireland, Vivian Adams School, Area Vocational Center

agencies other than LEA
providing services to special students



percent

A. Adult Rehabilitation Services
B. Mental Health/Mental Retardation
C. Other
D. Association for Retarded Citzens
E. Another LEA
F. Adult and Family Services
G. Community College

- **Adult Rehabilitation Services** was reported by the special education coordinators as the **one agency**, other than their LEA, in which secondary special education students received the most services.

Special education coordinators, what interagency agreement exist in your system to facilitate students' transition from school-to-adult life?

Table 27

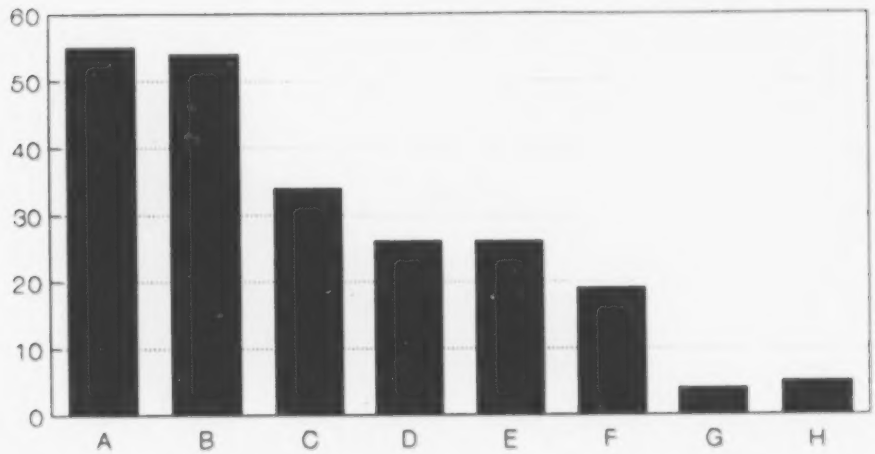
Types of Interagency Agreements with School System to Facilitate Transition

Mechanism	Number	Percent
Informal agreement with vocational education	43	55*
Informal agreement with vocational rehabilitation	42	54
Formal agreement with vocational rehabilitation	27	34
Informal agreements with other agencies	20	26
School operated placement assistance services	20	26
Formal agreement with vocational education	15	19
Other**	3	4
Formal agreements with other agencies	4	5

* Of the special education coordinators who responded, 43 (55%) reported that they used an informal agreement with vocational educators.

** vocational counseling activities, transition teacher

types of interagency agreements



percent

A. Informal Agreement with Vocational Education
B. Informal Agreement with Vocational Rehabilitation
C. Formal Agreement with Vocational Rehabilitation
D. Informal Agreements with Other Agencies
E. School Operated Placement Assistance Services
F. Formal Agreement with Vocational Education
G. Other
H. Formal Agreements with Other Agencies

- Special education coordinators reported that the two **most common types of agreements** their school system had with other agencies were an (a) informal agreement with vocational education (55%), and (b) informal agreement with vocational rehabilitation (54%).

Special education coordinators, does your system offer incentives to other agencies (e.g., vocational rehabilitation, mental health) to provide services to handicapped students? If yes, what type of incentives do you offer?

Table 28

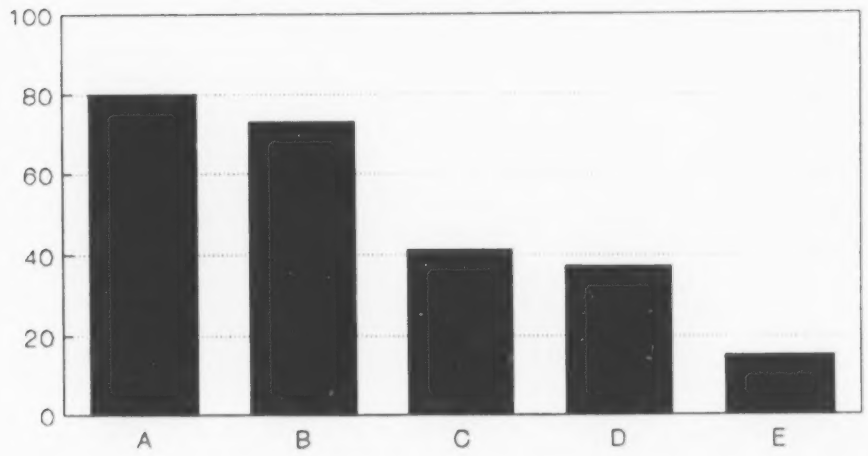
Types of Incentives LEAs Offer to Agencies Providing Services

Incentives Offered	Number	Percent
Provision of Evaluation data	33	80*
Provision of Academic/ Vocational Data	30	73
Office Space on Campus	17	41
Transportation to Office	15	37
Other**	6	15

* Of the 101 special education coordinators who answered yes, 33 (80%) reported that they offered (student) evaluation data as an incentive to other agencies who served their students.

** Available space and time for student counseling/testing

LEA's incentives
to other agencies



percent

A. Provision of Evaluation data
B. Provision of Academic/Vocational Data
C. Office Space on Campus
D. Transportation to Office
E. Other

- Eighty percent and 73% of the special education coordinators reported that the provision of evaluation data and academic/ vocational data were the two most common types of incentives they offered to other agencies who provided services to their students.

Special education coordinators, indicate what you consider to be the three most important options for improving special education programs within each disability served.

Table 29

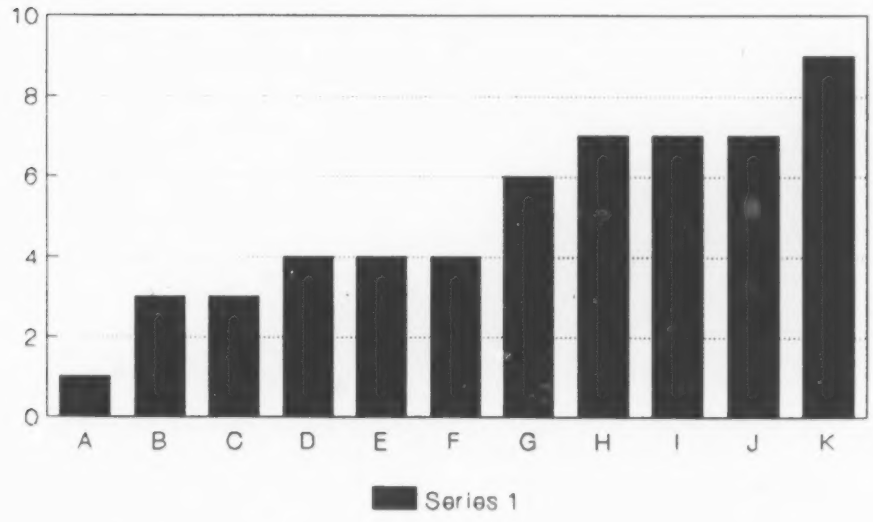
The Special Education Coordinators' Preferences For Improving Secondary Special Education Programs

Option	LD N	LD %	EC N	EC %	EMR N	EMR %	TMR N	TMR %	VI N	VI %	HI N	HI %	OI N	OI %	OHI N	OHI %	SI N	SI %	X Rank
(Part One)									(Part 2)										
1. Technical assistance to establish/increase community-based work experience	50	63	29	37	45	57	43	54	14	18	20	25	28	34	27	34	24	30	1
2. Staff in-service training	24	30	26	33	22	28	18	23	14	18	10	13	16	21	19	24	25	32	3
3. Technical assistance to establish transition agreements with community agencies	37	47	15	19	34	43	30	38	6	8	18	23	17	23	19	24	19	24	3
4. Technical assistance to increase involvement of vocational education	23	29	18	23	32	41	25	32	9	11	16	20	12	16	16	20	11	14	4
5. More appropriate curricula	27	34	25	32	28	35	25	32	9	11	9	11	10	14	11	14	9	11	4
6. Other*	11	14	9	11	5	6	7	9	8	10	6	8	5	9	5	6	10	13	6
7. More aides	8	10	7	9	11	14	15	19	6	8	5	6	8	11	7	9	9	11	7
8. Parental support	12	15	19	24	22	29	17	22	4	5	5	6	6	6	8	10	13	16	7
9. Staff support	16	20	11	14	8	10	6	8	6	8	6	8	9	9	8	10	11	14	7
10. Better qualified staff	2	5	7	9	2	3	4	5	7	9	6	8	5	6	4	5	4	5	9

LD = Learning Disabled
EMR = Educable Mentally Retarded
EC = Emotionally Conflicted
TMR = Trainable Mentally Retarded
VI = Visually Impaired
HI = Hearing Impaired
OI = Orthopedically Impaired
OHI = Other Health Impaired
SI = Speech Impaired

More tailored programs (LD, VI, HI, OI, OHI, EC)
Alternative school program (EC)
More teacher units, staff, personnel (ALL)
Contracted with LEA (HI)
Transportation (ALL)
Textbooks and materials (LD, VI, HI, EMR, TMR, SI)

3 most important improvement areas according to coordinators



rank value (1 = most)

A. Technical assistance to establish/increase community-based work experience
B. Staff in-service training
C. Technical assistance to establish transition agreements with community agencies
D. Technical assistance to increase involvement of vocational education
E. More appropriate curricula
F. Other
G. More aides
H. Parental support
I. Staff support
J. Better qualified staff

- The special education coordinators reported the three **most important options for improving** special education programs to be:
  - -technical assistance to establish/increase community-based work experiences,
  - -staff in-service training, and
  - -technical assistance to establish transition agreements with community agencies.

Special education teachers, please check options below regarding the three most important areas for improving your classroom instruction?

Table 30

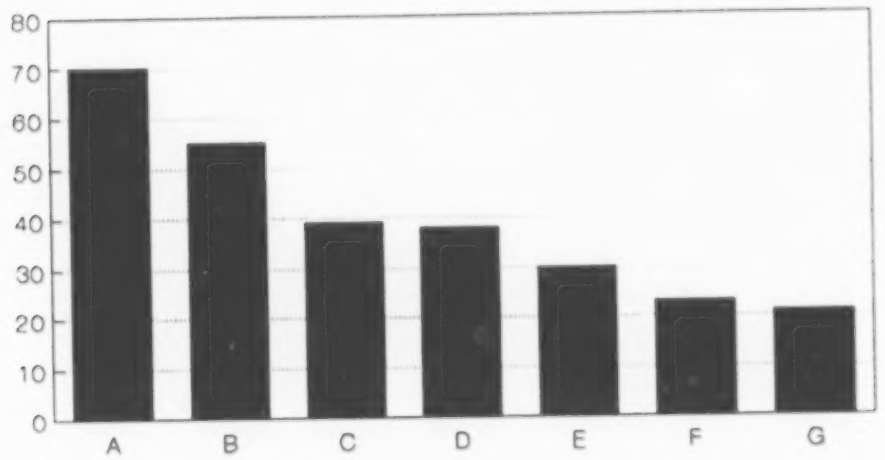
The Special Education Teachers' Preferences For Improving Classroom Instruction

Option	Number	Percent
More appropriate curricula	213	70*
In-service training in more appropriate/powerful instructional methods	168	55
More preparation time	117	39
More aides	116	38
In-service training in work experience	91	30
Other**	71	23
In-service training in classroom management	62	21

* Of the special education teachers who responded, 213 (70%) reported that they needed more appropriate curricula for improving their classroom instruction.

** Less age and ability differences, teaching materials, smaller classes.

improving classroom instruction
most important areas



percent

A. More Appropriate Curricula
B. In-service Training in More Appropriate/Powerful Instructional Methods
C. More Preparation Time
D. More Aides
E. In-Service Training in Work Experience
F. Other
G. In-Service Training in Classroom Management

- The special education teachers reported the two **most important options** for **improving** classroom instruction were (a) "more appropriate curricula" (70%), and (b) "in-service training in more appropriate/powerful instructional methods (55%).

Special education coordinators, how would you rate your system's overall services to high school special education students?

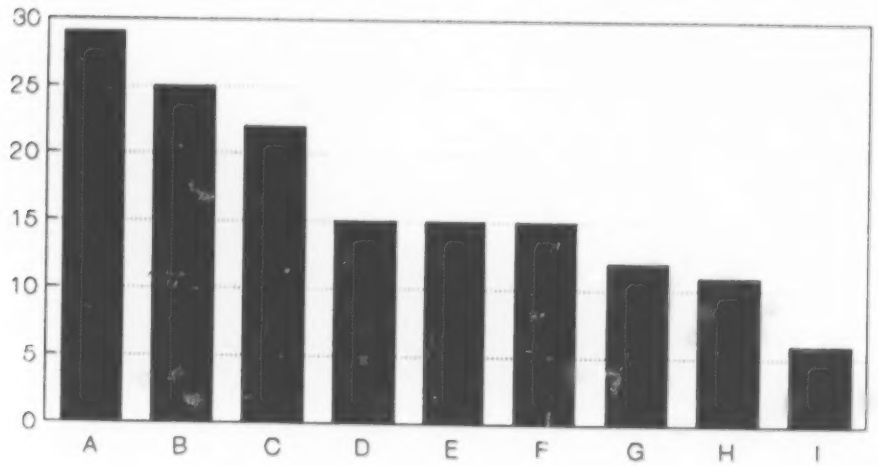
Table 31

Special Education Coordinators' Satisfaction with Their Systems' Overall Services by Disability Category

Disability Area	Not Served		Needs Improvement		Satisfactory		Strong		Very Strong	
	N	%	N	%	N	%	N	%	N	%
Learning disabled	2	3	12	15	31	40	25	32	8	10
Emotionally conflicted	11	14	22	29	31	40	10	13	3	4
Educable mentally retarded	1	1	17	22	25	32	28	35	8	10
Trainable mentally retarded	4	5	20	25	25	32	19	24	11	14
Speech impaired	8	10	5	6	26	33	27	35	12	15
Visually impaired	32	43	11	15	17	23	11	15	3	4
Hearing impaired	25	33	8	11	21	28	19	25	3	4
Ortho. impaired	18	27	10	15	27	40	10	15	2	3
Other health impaired	18	24	9	12	26	34	19	25	4	5

- Of the special education coordinators who responded, 8 (10%) reported that their systems' services to their students with learning disabilities was "very strong".

services needing improvement
by disability catagory



percent

A. Emotionally Conflicted
B. Trainable Mentally Retarded
C. Educable Mentally Retarded
D. Learning Disabled
E. Visually Impaired
F. Orthopedically Impaired
G. Other Health Impaired
H. Hearing Impaired
I. Speech Impaired

- The percent of special education coordinators who reported that their system **needed improvement** in the overall provision of services to different disability categories were: (a) Emotionally Conflicted (29%), (b) Trainable Mentally Retarded (25%), and (c) Educable Mentally Retarded (22%).

Table 32

Competencies for Secondary Special Education Teachers

	Importance for teaching students like mine				My strength in the area			
	NI	SI	I	VI	Nm	S	ST	VS
Pupil Assessment	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%
Knowledge of assessment approaches stressing relationship between student evaluation and instructional intervention (N = 292)	1	16/5	90/31	185/63	26/9	70/24	131/45	65/22
Ability to evaluate instruments appropriateness for a given student and situation (N = 298)	2/1	19/6	114/38	163/55	27/9	77/26	122/41	72/24
Ability to administer appropriate assessmnet instruments and interpret outcomes (N = 299)	4/1	21/7	97/32	177/59	25/8	73/24	125/42	76/25
Pupil Instruction								
Knowledge of behavioral characteristics and learning potential for a range of individuals (N = 299)	0/0	20/7	83/28	196/66	11/4	63/21	128/43	97/32
Knowledge of functional skills to be included in curriculum (N = 299)	2/0	15/5	73/24	209/70	26/9	77/26	126/42	70/23
Ability to use a variety of systematic teaching strategies (N = 299)	0/0	8/3	81/27	210/70	21/7	58/19	130/43	90/30
Ability to provide students with meaningful feedback (N = 300)	0/0	5/2	94/31	201/67	5/2	48/16	141/47	106/35
Ability to use a variety of systematic strategies (N = 299)	0/0	11/4	112/37	176/59	20/7	92/31	131/43	56/19
Ability to organize classroom experience efficiently (N = 300)	0/0	7/2	91/30	202/67	18/6	61/20	139/46	82/27
Ability to write goals and objectives which relate to the identified transition goals (N = 301)	7/2	45/15	106/35	143/47	31/10	93/31	104/34	73/24
Counseling Student and Families								
Skills in listening, paraphrasing, describing feelings and behavior, perception checking, nonverbal cues, giving and receiving feedback (N = 301)	1/0	10/3	108/36	182/60	18/6	61/20	123/41	99/33
Ability to work with families to establish effective teacher/ parent partnerships (N = 301)	0/0	14/5	102/34	185/61	31/10	85/28	97/32	88/29
Ability to make appropriate community referrals (N = 301)	2/1	34/11	121/40	144/48	78/26	92/30	85/28	46/15

NI = not important I = important
SI = somewhat important VI = very important

Nm = needs improvmnt ST = strong
S = satisfactory VS = very strong

	Importance for teaching students like mine				My strength in the area			
	NI	SI	I	VI	Nm	S	ST	VS
Administration and Service Coordination	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%
Knowledge of eligibility requirements and program mandates of adult service agencies (N = 300)	8/3	59/20	123/41	110/37	117/39	101/34	57/19	25/8
Knowledge of specific requirements for various community work settings (N = 300)	8/3	36/12	144/48	112/37	110/37	103/34	72/24	15/5
Ability to coordinate programming between school and community settings (N = 297)	13/4	57/19	136/46	91/31	134/45	88/30	58/19	17/6
Ability to coordinate all diagnostic and program element to produce a high quality IEP (N = 300)	5/2	19/6	120/40	156/52	35/12	87/29	117/39	61/20
Ability to provide support personnel with programming knowledge and skills (N = 297)	16/5	52/17	125/42	104/35	50/17	118/40	88/30	41/14
Program Planning and Evaluation								
Knowledge of different program evaluation approaches (N = 301)	2/1	49/16	145/48	105/35	44/15	115/38	106/35	36/12
Ability to use program evaluation techniques appropriately (N = 299)	2/1	53/18	146/49	98/33	39/13	110/37	108/36	42/14
Ability to assess community expectations/values in order to develop objectives (N = 299)	7/2	66/22	152/51	74/25	68/23	116/39	88/29	27/9
Utilizing Microcomputers								
Knowledge of fundamental uses (N = 301)	16/5	73/24	131/43	81/27	155/51	79/26	47/16	20/7
Ability to evaluate usefulness of software (N = 299)	13/4	66/22	134/45	86/29	148/49	82/27	44/15	25/8
Ability to utilize variety of software packages (N = 298)	14/5	58/19	138/46	88/29	152/51	68/23	47/16	31/10
Facilitating Mainstreaming								
Knowledge of role played by teacher expectations in shaping students behavior (N = 301)	0/0	14/5	94/31	193/64	11/4	59/20	129/43	102/34
Ability to use assement procedures to analyze social demands of mainstreamed students (N = 301)	0/0	25/8	130/43	146/48	26/9	74/25	122/40	79/26
Ability to provide appropriate experience to teachers of mainstreamed students (N = 301)	2/1	5/2	100/33	194/65	22/7	72/24	121/40	86/28

NI = not important I = important
SI = somewhat important VI = very important

Nm = needs improvement ST = strong
S = satisfactory VS = very strong

Special education teachers, how many of your students will finish high school this spring? Of these, how many are over eighteen years of age? And, how many will receive one of the graduation options below?

Table 33

Characteristics of Graduating Students

	Number	Percent
Number of Students Finishing High School		
0-1 student	90	31
2-5 students	127	44
6-10 students	35	12
> 10 students	35	12
Number of Students Over 18 Years of Age		
0-1 student	100	39
2-5 students	122	47
6-10 students	19	7
> 10 students	17	6
Graduation Option Received		
Received Regular Diploma	190	63
Received Graduation Certificate	141	47
Received Nothing	9	3

* Of the special education teachers who responded, 90 reported they would have 0-1 student graduating that Spring.

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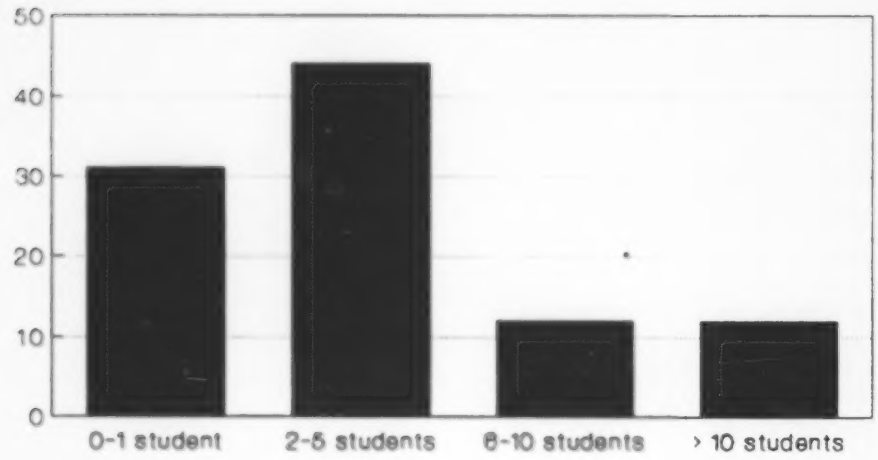
number of teachers' students
to graduate in spring of 1991



percent

- Sixty-three and 47% of the special education teachers reported that their graduating students would receive either a Regular Diploma or a Graduation Certificate, respectively.

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Special education teachers, where are your students who left school (finished or dropped-out) living now?

Table 34

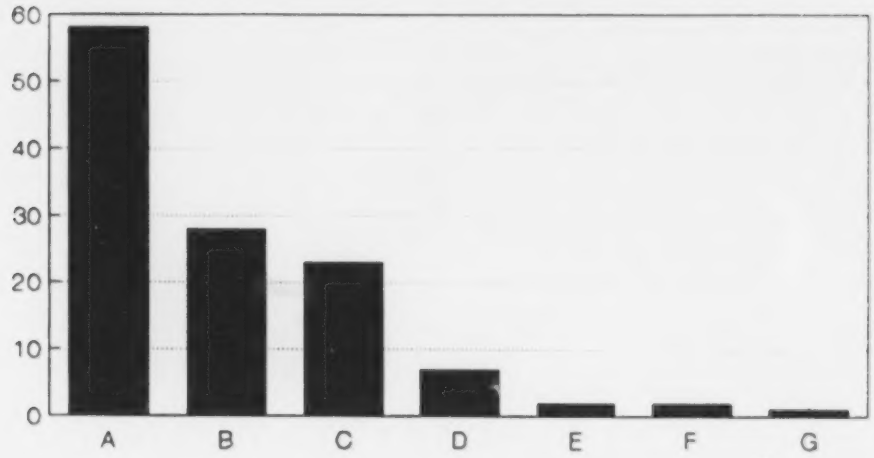
Residential Status of Students Exiting School

Status	Number	Percent
At home	173	58*
Do not have follow-up on students	84	28
Independent	68	23
Other**	21	7
Group home	6	2
Semi-independent with supervisor	5	2
Semi-independent with minimal support	3	1

* Of the special education teachers who responded, 173 (58%) reported that some of their students who had left school were living at home.

** with spouse, college dorm, trade school, military, jail

residential status of
exited students



percent

A. At Home
B. Do Not Have Follow-Up on Students
C. Independent
D. Other
E. Group Home
F. Semi-Independent with Supervisor
G. Semi-Independent with Minimal Support

- Fifty-eight and 23% of the special education teachers reported that their students who had left school were living either at Home or Independently, respectively.

Special education coordinators, does your system obtain follow-up information on special education students after they leave high school? If yes, how is this information obtained?

Table 35

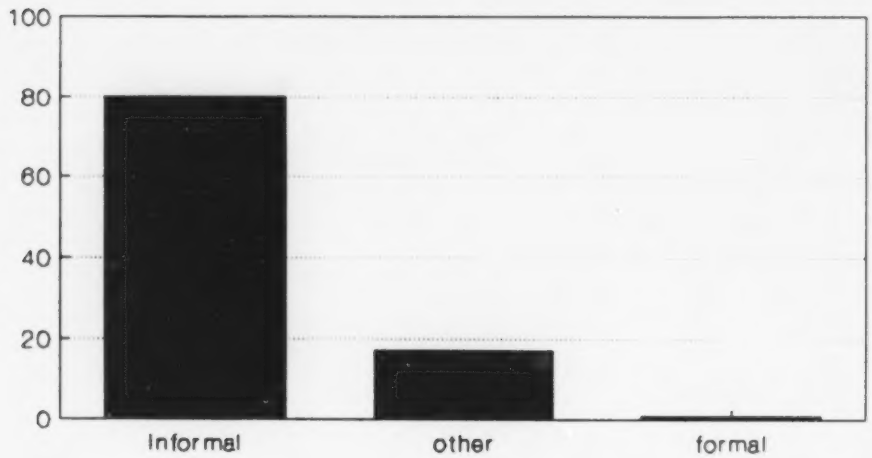
Follow-up Procedures On Special Education Students After They Leave School

Procedure	Number	Percent
Informal procedures (e.g., conversations between parents, teachers, and community members)	24	80*
Other**	5	17
Formal procedures (e.g., questionnaires)	1	1

* Of the special education coordinators who answered yes, 24 (80%) reported that informal procedures were used for following up their students.

** ARC, AIDB, VR, Students

types of follow-up
procedures with exited students



percent

- 61% of the special education coordinators reported that no follow-up information is gathered on special education students after they leave school.
- Of those who do gather such data, 80% indicated that it is done through informal methods with formal procedures being all but non-existent.

Special education teachers, what are your students who left school (finished or dropped-out) last year doing right now?

Table 36

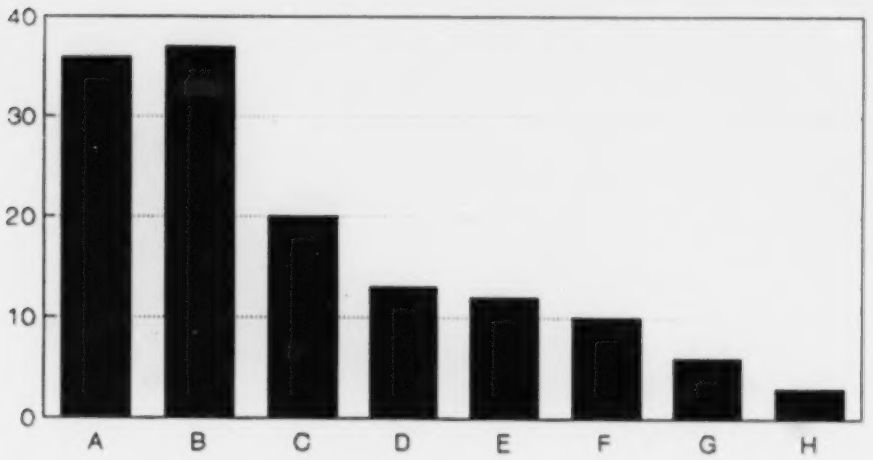
Status of Students Exiting School

Status	Number	Percent
Do not have follow-up on students	110	36*
Competitive Employment	113	37
Unemployment/seasonal work	62	20
Vocational/technical training	40	13
Other**	36	12
Community college	29	10
Sheltered workshop	19	6
Military	10	3

* Of the special education teachers who responded, 110 (36%) reported that they did not know what their students who had left the previous year were doing.

** pregnancy, jail, college (4 year), deceased

status of students who have left school



percent

A. Do Not Have Follow-Up on Students
B. Competitive
C. Unemployment/Seasonal Work
D. Vocational/Technical Training
E. Other
F. Community College
G. Sheltered Workshop
H. Military

- Approximately 40% of the 302 teachers did not know the employment status of their students exiting school the previous year.
- Almost 40% of the 302 teachers reported that some of their students were competitively employed.

Special education coordinators, does your system provide projected census data for graduating handicapped students (or those approaching their 21st birthday) to any other agencies? If yes, for which agencies have you provided data?

Table 37

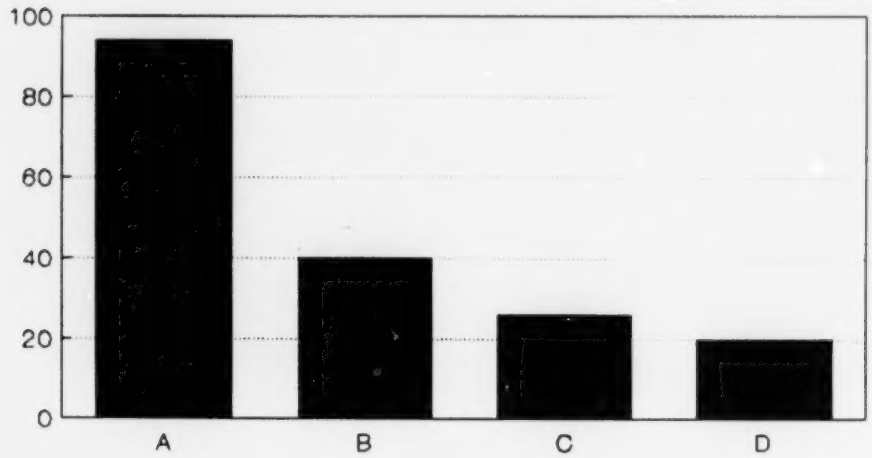
Census Data Provided for Graduating Students

Agencies Receiving Census Data	Number	Percent
Adult Rehabilitation Services	33	94*
Mental Health/Mental Retardation	14	40
Other**	9	26
Adult and Family Services	7	20

* Of the 63 special education coordinators who answered yes, 33 (94%) reported that they provided census data for their graduating students to adult rehabiliation services.

** Association for Retarded Citizens, JTPA, State Department of Education, United Cerebral Palsy, Independent Living Center

agencies receiving census data
from graduating students



percent

A. Adult Rehabilitation Services
B. Mental Health/Mental Retardation
C. Other
D. Adult and Family Services

- Of the coordinators who answered that their LEAs provided census data on their graduating students to other agencies, 94% said that such information was given to Adult Rehabilitation Services.
- 45% indicated that no information is provided to agencies regarding students graduating (or aging out) from school).